COMMITTEE OF COUNCIL ON EDUCATION.

EXAMINATION, CHRISTMAS, 1859.

I.

QUESTIONS PROPOSED TO CANDIDATES

FOR

QUEEN'S SCHOLARSHIPS,

WITH LISTS OF SUCCESSFUL CANDIDATES.

II.

QUESTIONS PROPOSED

TO

STUDENTS IN TRAINING COLLEGES AND TEACHERS IN CHARGE OF SCHOOLS

WITH LISTS OF SUCCESSFUL CANDIDATES.

III

SYLLABUS OF SUBJECTS OF EXAMINATION, FOR CHRISTMAS, 1860.

By Authority.

LONDON:

PRINTED BY FORD & TILT,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY

LONGMAN, BROWN, GREEN, LONGMANS, AND ROBERTS.

39, PATERNOSTER ROW, E.C.

1860.

(Price Sixpence).

EXAMINATION
OF CANDIDATES
FOR
QUEEN'S SCHOLARSHIPS.

CHRISTMAS, 1859.

RELIGIOUS KNOWLEDGE.

Three hours allowed for this Paper.

Candidates may not answer more than *one* question in each section.

SECTION I.

1. Write out the prophecies spoken to Abraham when God first called him, and their fulfilment.

2. Write out a short account of Abraham's temptation to offer up his son Isaac, and explain how Abraham shewed faith on that occasion.

3. Describe the meeting of Abraham and Melchizedek, and the circumstances which led to it.

4. Write out a short history of Naaman the Syrian.

SECTION II.

1. Give an account of the death and burial of Joshua.

2. Relate the circumstances connected with the visit of the angel to Manoah.

3. Write out a short account of the book of Ruth.

4. Describe the translation of Elijah into heaven, with the circumstances which preceded it.

SECTION III.

1. Shew that the Pharisees were—(*a*) hypocrites, (*b*) perverters of God's word.

2. Quote texts from the Sermon on the Mount, to prove that Christ urged upon His disciples Forgiveness of others.

3. Write out the parable of the Net which gathered of every kind, and explain it.

4. Write out the parable of the Prodigal Son, and explain it.

SECTION IV.

1. Quote a text from the New Testament to prove the existence of angels, and mention some occasions on which they have appeared.

2. Show how our Lord, by precept and example, taught Humility.

3. Write out some of the texts in which the Holy Ghost is promised, and state the offices attributed to Him.

4. Give a short account of the institution of the Sacrament of the Lord's Supper, with the circumstances connected with it.

SECTION V.

1. What are the chief things to be learned from the Apostles' Creed?

Explain why the answer to this question in the Church Catechism makes use of different *tenses* in its paragraphs.

2. Write out a short explanation of the tenth Commandment, illustrating your statement by texts and examples from the New Testament.

3. Give reasons for infant baptism; and explain why the Church of England requires god-parents.

SECTION VI.

1. Prove, from the "Exhortation," that the Church of England approves of a public service in which the Bible should be read and prayers offered up.

2. "According to Thy promises declared unto mankind, in Christ Jesu our Lord."

(*a.*) Where do these words occur?
(*b.*) To what do the "promises" refer?
(*c.*) Prove your statement from Holy Scripture.

3. What power does the Church claim for God's ministers in the absolution? and in what words does she shew that God alone can forgive sins?

SECTION VII.

(SCOTLAND).

N.B.—*Two Questions to be answered, in place of Sec. V. and VI.*

1. Quote the answers to the questions that begin the great divisions of the Shorter Catechism.

2. State in the words of the Catechism the benefits of *Justification*, *Adoption*, and *Sanctification*, (*a*) in this life, (*b*) at death, and (*c*) at the resurrection.

3. Show how you would exercise a class on the answer to the question "What is Sin?" so as to secure their understanding of the analysis, construction, and pointing of that answer.

4. Write out a short explanation of the Tenth Commandment, illustrating your statements by texts and examples from the New Testament.

GRAMMAR.

Three hours allowed for this Paper.

N.B. *All the Candidates are expected to answer Questions* 1 *and* 5.

1. Paraphrase the following passage:—

"Finally, as to this whole point, about not offending in our speech against piety, we should consider that—as we ourselves, with all our members and powers, were chiefly designed and framed to serve and glorify our Maker (it being withal the greatest perfection of our nature and the noblest privilege so to do)—especially our tongue and speaking faculty were given us to declare our admiration and reverence of Him, to express our love and gratitude toward Him, to celebrate His praises, to acknowledge His benefits, to promote His honour and service." (BARROW.)

2. Analyze this passage grammatically.

3. Break it up into three or four short complete sentences, retaining, as far as possible, the original words. What does it gain, and what does it lose, by this transformation?

4. Point out the prepositions in the above passage, and show the peculiar force of each.

5. Parse the words "about," "offending," "that," "as (*twice*)," "it," "tongue," "speaking," "us," "reverence," as they occur above.

6. Define the term "parenthesis": parse fully, and explain the syntax of the words "it being withal the greatest perfection of our nature, and the noblest privilege so to do."

7. Explain the terms "*subject*," "*object*," "*predicate*." Point out the subject and object of the verb "consider," as it occurs in the second line of the above passage.

8. How would you convey to children the first ideas of difference between the several parts of speech?

9. Correct the following sentences; and state the grammatical rules which they violate.

(*a*) You and me ought to have had some.
(*b*) It was not fair towards you and I.
(*c*) His father and mother sends him to school.
(*d*) She teared her frock, and run home.
(*e*) The slate was broke when you give it me.
(*f*) There never was no pencil in it.
(*g*) Neither of them were five year old.
(*h*) These sort of things are too bad.

(*i*) He was told to go to his place; and which he said he would not do.

(*k*) Manners makes the man.

(*m*) He done it before ever I were aware.

N.B.—The three following questions are for boys only. No Candidate should attempt them who has not had regular instruction in Latin.

10. Decline the following Latin words:—

"signum," a sign.
"brevis," short.
"tu," thou.

11. Conjugate the verbs "rogare," to ask, and "tegere," to cover, in their perfect tenses, active and passive, in both indicative and subjunctive moods.

12. Can you give any general rules to determine whether a preposition is followed by the accusative or ablative case? Give a list of prepositions which govern *both* cases; and show how their meaning is modified according as they govern the one or the other.

GEOGRAPHY.

Three hours allowed for this Paper.

1. Draw a map of your own county; and give an account of its industry, population, principal towns, and chief natural features.

2. Describe the mountain system of Great Britain, and mention the situation and height of its principal elevations. *Illustrate your answer by a map.*

3. Describe the river system of Great Britain.

4. Give a geographical account of *coffee—sugar—cotton—currants—pepper—salt—wine—tobacco—gold—oil—opium—ivory.*

5. Write a short account of Hindostan, its most striking natural features, varieties of climate, political divisions, and productions.

6. Assign to each of the following names its proper geographical description and locality:—*Caithness, Sunderland, Guernsey, Milford Haven, Galway, Nova Scotia, Oporto, Jamaica, Algiers, Malta, Etna, Suez, Madras, Borneo, New Zealand, Cape Horn.*

7. Why do the days grow longer from January to June, and shorter from June to January?

8. Give a short account of the chief races of mankind, and of their geographical distribution.

9. Define each of the following geographical terms, and name as many examples of each as you can:—*cataract, gulf, straits, estuary, table-land, isthmus, volcano, swamp, oasis, basin, watershed, prairie.*

10. Trace the course of a ship in *two* of the following voyages:—

(*a*) From Glasgow to London.
(*b*) From Hull to Hamburg.
(*c*) From Hamburg to Dantzig.
(*d*) From New York to California.
(*e*) From Southampton to Alexandria.
(*f*) From Calcutta to St. Helena.

HISTORY.

1. Enumerate the Sovereigns who reigned in England during the 12th, 13th, and 14th centuries; and give the date of the accession of each.

2. Mention all the Kings and Princes of England who took part in the Crusades. Describe briefly their exploits, and the results of their expeditions, as affecting either themselves or their country.

3. In what reign, and under what circumstances, was Ireland brought under subjection to the Crown of England? How was Ireland governed from that time until the completion of its Legislative Union with England? Give the date of that Union.

4. Write out from British History any narrative which you think would interest children (8—10 years old) on *one* of the following points:—

(*a*) Courageous perseverance under difficulties.
(*b*) Readiness to suffer on the side believed to be right.
(*c*) Adventurous daring in the service of the country.
(*d*) Uncertainty of fortune.
(*e*) The blessings which we enjoy (*by contrast of past times.*)

5. State fully the causes which you consider to have led to the progress of manufactures in Great Britain. Give the history of some one of our staple manufactures.

N.B. The following Questions may be taken by Candidates in Scotland, in place of those marked 1, 2, *and* 3.

1. Give the succession of Scottish sovereigns from

Alexander III. to James VI., with the date of the accession of each.

2. State precisely the respective claims of John Baliol and Robert Bruce to the throne of Scotland, and give a short account of the events which ended in the establishment of Bruce upon the throne.

4. State the circumstances which led to the establishment of 'The Solemn League and Covenant.' Describe the career of 'Montrose,' giving as many names of persons and places connected with him as you can recollect.

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. How would you arrange a class in parallel desks?

2. Are there any subjects you cannot teach in parallel desks?

3. Explain your method of obtaining silence in a gallery, and attracting attention, and recalling (from time to time) the inattentive to order?

4. Name the subjects you would teach in a gallery.

5. What process was used in your own school to teach reading to the very youngest classes? Who chiefly did it, the master or the pupil teacher?

6. In commencing writing with a child, explain how you would begin, and what you would tell him to do.

7. Mention the different ways of giving a reading lesson in your school.

8. How would you teach a child to draw maps? Explain the process by the aid of diagrams.

9. What use has been made of the black board in your school, and for what subjects?

10. Mention the advantages and defects of parallel desks.

11. What registers and time tables are necessary for a school of 100, with two pupil teachers, and how many classes should there be?

12. What ill effects in schools may arise from bad ventilation or lighting?

13. What games can you play at, and if necessary, teach?

14. Sketch (*a drawing*) as well as you can any gymnastic apparatus in use in your school or elsewhere.

MUSIC.

[*Not more than three questions to be answered.*]

I. (1) Write down the diatonic major scale on the treble staff, in two positions, with the names of the notes. (2) Write the diatonic minor scale on the bass staff, in two positions, with the names of the notes.

II. Write down the names of the notes, as they are successively sharpened in the scales with sharps, and flattened in the scales with flats.

III. (1) Write one bar of common time: (1) in minims; (2) in crotchets and quavers; (3) in crotchets and semiquavers. (2) Write a bar of triple time, with one minim and one crotchet, and affix its proper signature.

IV. (1) Write on the alto staff the following notes: G, E, B, C♯, and A♭; (2) Write the following on the tenor staff, F, D, G♯ and E♭, prefixing the appropriate signatures.

ARITHMEIC.

Three hours allowed for this Paper.

1. Explain, as you would to children, how to subtract 1,607 from 10,340.

2. How many francs, each 9½*d.*, are there in £2850.?

3. A train, consisting of 3 first, 4 second, and 5 third class carriages, travels from London to York, a distance of 191 miles. Each first-class carriage contains 18 persons, each second-class 32, and each third class 48. The rates per mile are:—1st class, 2¼*d.*; 2nd class, 1¾*d.*; 3rd class, 1*d.* Find the sum of the fares paid by the passengers.

4. Find, by Practice, the cost of 1087½ pounds of butter at 11½*d.* per pound; and of 15 acres 24 poles of land at £7. 13*s.* 9*d.* per acre.

5. Find the cost of cleaning 7260 square yards of ground at 1*s.* 9½*d.* per perch.

6. Find the Income Tax on £498. 15*s.* at 7*d.* in the pound.

7. If 18 horses eat 37 qrs. 7 bush. 3 pks. of corn in 45 days, in what time will 50 horses eat 25 quarters?

8. A tunnel, $\frac{7}{16}$ mile long, is excavated at the rate of $\frac{11}{12}$ yard per day; in how many years will it be completed?

9. An estate, worth £10,000 is left to A, B, and C; $\frac{3}{8}$ to A, $\frac{2}{5}$ to B, and the remainder to C. Find C's portion, and its value.

10. State, and prove (if you can), the rules for pointing in Division of Decimals. Find the value of £·000546875. ÷ ·175.

11. What is the interest on £154. 16*s.* 8*d.* for 4 years, 219 days, at $3\frac{1}{2}$ per cent per annum?

12. What sum of money, put out to interest, will amount to £194. 16*s.* $1\frac{1}{5}$*d.* in $2\frac{3}{4}$ years at 4 per cent. per annum?

13. If I invest £1200 in the 3 per cents at 72, what is my income, and how much per cent. do I get for my money?

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* *These Questions are specially for Male Candidates.*

*14. Find the acreage of a triangular field whose sides are 45, 40, and 13 chains respectively.

*15. Find the cost of covering with gravel, at $7\frac{1}{2}$*d.* per square yard, a path 3 feet wide, round the outside of a bed whose diameter is 9 feet.

EUCLID AND ALGEBRA.

Three hours allowed for this Paper.

SECTION I.

EUCLID. BOOKS I. AND II.

1. Write down the "Postulates," and show, from them, what instruments are necessary and sufficient for the constructions in Euclid.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the angles contained by those sides equal to each other, they shall likewise have their bases, or third sides equal, and the two triangles shall be equal.

Mention the other propositions in the First Book, which determine the conditions of equality of two triangles, whether in area only, or in every respect.

3. To make a triangle of which the sides shall be equal to three given straight lines, but any two whatever of these must be greater than the third.

Show, by a figure, that the construction fails when the above condition is not fulfilled.

4. Show how to draw a straight line through the middle point of one of the sides of a triangle, parallel to the base; and prove that the line so drawn bisects the other side.

5. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles.

If the triangle is equilateral, what is the relation between the exterior angle and the adjacent interior angle?

6. Prove geometrically, and also algebraically, that the difference of the squares of any two unequal straight lines is equal to the rectangle of their sum and difference.

7. By what quantity does the square of the side of an obtuse angled triangle which subtends the obtuse angle exceed the sum of the squares of the other two sides?

Under what conditions is the square of the side subtending the obtuse angle equal to the square of one of the other sides added to three times the square of the third side?

8. Describe a square equal to a given rectilineal figure; apply this to describe a square equal to half a given square.

SECTION II.

1. Work out, as far as you can, the multiplication and division indicated in the following expressions:—

(α) $(x^2 + 3xy + 5y^2)(x^2 - 6xy - 12y^2)$.

(β) $x(mz - ny) + y(nx - lz) + z(ly - mx)$.

(γ) $\dfrac{5x^3 - 18x^2y + 11xy^2 - 6y^3}{5x^2 - 3xy + 2y^2}$.

(δ) $\dfrac{x^n - y^n}{x - y}$.

In the last case, show, from your working, that $x^n - y^n$ is always divisible by $x - y$.

2. State the rule for finding the highest common divisor of two algebraical quantities, and apply it to reduce to its lowest terms the fraction

$$\frac{x^4 + 4x^3y - 4xy^3 - y^4}{x^3 + 6x^2y + 9xy^2 + 2y^3}.$$

3. Show that any decimal may be represented under the form $\dfrac{D}{10^m}$. Hence, deduce a rule for the division of one decimal by another.

4. Show, that if d, d_1, d_2, &c., be the digits of any number, beginning at the units place, the number may be represented under the form

$$d + 10d_1 + 10^2 d_2 + \&c.,$$

and hence show that, if the sum of the digits be divisible by 9, the number itself is divisible by 9.

5. Write down the square of $a + b$, and from its form deduce a rule for finding the square root of a given

quantity. Explain how the same method is applied to numbers.

6. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$, shew that

$$\frac{a}{b} = \frac{a+c+e}{b+d+f}.$$

What is the effect of adding the same quantity to the numerator and denominator of a given fraction?

7. Solve the following equations:—

(a) $\frac{6x-1}{15} - \frac{9x-2}{16} = \frac{x-4}{6} - \frac{x+4}{8}.$

(b) $\frac{x(x+3)}{(x+1)(x+2)} + \frac{4}{3x(x+2)} = 1.$

(c) $\begin{cases} ax + by = c \\ a^1x + b^1y = c^1. \end{cases}$

Explain the result when $\frac{a}{a^1} = \frac{b}{b^1} = \frac{c}{c^1}$.

8. A train started from London at 6.30 for Dover, where it was due at 10.30. After proceeding half-way at the ordinary rate, it was detained three quarters of an hour. The speed was then increased by 8 miles an hour, and it arrived at 10.43. What was the distance travelled, and the rate per hour in each case?

DOMESTIC ECONOMY.

Three hours allowed for this Paper.

N.B. Do not answer more than *one* question in each Section.

SECTION I.

1, Describe, step by step, the processes of *washing—ironing—drying.* Mention common faults, and give practical rules.

2. What is *starch?* and what is the use of it?

3. What is the difference between *calico*, *flannel*, and *linen?* What are the advantages and disadvantages of each for clothing? What is the price per yard of a good sort of each?

SECTION II.

1. Describe the component parts of air, and shew the necessity for ventilation.

2. Describe the component parts of water, and name some simple methods of purifying water.

3. How does a fire act upon the ventilation of a room? What would be the effect of a fire-place, and door-place, opposite each other?

SECTION III.

3. Explain the methods you would adopt for teaching needlework to 30 girls, aged from 7 to 14 years, and explain the meaning and use of the following:—hemming, sewing, felling, running, gathering, whipping, stitching, back-stitching, and herring-boning (*add*, as often as you can, *illustrations by drawing* to the several parts of your answer).

SECTION IV.

1. Write out plain directions for making bread, for brewing, and for curing bacon.

2. Write out recipes for pea soup, gravy soup, Irish stew, potato pie, and boiled apple pudding. What are the advantages and disadvantages of salted provisions?

3. Write out recipes for making barley water, beef tea, gruel, and toast-and-water.

SECTION V.

1. How would you treat burns, scalds, sprains, colds, chilblains, stings of wasps and bees?

2. Name the most common vegetable and mineral poisons, and state what course you would adopt in the case of a person who had taken poison.

3. What is to be said for and against the mother of a family going out to work? Illustrate your answer by money reckonings.

SECTION VI.

1. Describe each of the following articles, explaining how it acts—*an oven, a spit, a frying-pan, a saucepan.* What do you mean by *stewing?* Is it an advisable mode of cookery? Why?

2. What do you mean by a *drain?* Why is a house unhealthy if it has *no* drains, or is near to *open* ones? In what situations are houses most likely to be ill drained? Why?

3. What is vaccination? What is the object of it? How is it commonly performed?

LIST OF QUEEN'S SCHOLARS,

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

FIRST CLASS SCHOLARSHIPS of £23, with a Personal Allowance of £4.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers are admitted to compete for Scholarships under the Minute of 2nd June, 1856.

Name of Candidate	Name of School
Brown, Joseph	Kendal N.S.
Breden, Owen	King's Somborne N.S.
Cawood, Joshua	Worsley (Manchester) N.S.
Dawson, William	Leeds, St. George's N.S.
Thackrah, Samuel	Leeds, St. Paul's N.S.
Tennear, Benjamin T. P.	Bedminster N.S.
Dexter, Benjamin	Central London District P.U.S.
Hallgate, Henry	Heywood, St. James's N.S.
Goodchild, Walter	Ipswich, St. Peter's N.S.
Taylor, Joseph	Macclesfield, Ch. Ch. S.
Dowell, Frederick	Coventry, St. Michael's N.S.
Mayhew, Robert	Bury St. Edmunds, St. James's N.S.
Berrill, John	Douglas, St. Barnabas N.S.
Cockram, T.	Bray Holyport N.S.
Holly, William	Calne Middle S.
Pelling, William	Lewes, St. Michael's N.S.
Smith, George	South Kennington, St. Barnabas N.S.
Tucker, John	Warminster N.S.
Weston, Joseph	Ipstones N.S
Clarke, John	Loughboro', Lancasterian S.
Halling, James A.	Cheltenham, Trinity Infant School
Mathew, W. H.	Bromsgrove N.S.
Parker, George	Farnworth (Bolton) N.S.
Preston, David	Dringhouses N.S.
Turner, Thomas	Saffron Hill, St. Peter's N.S.
Fagg, Edwin	Chelsea, St. Mark's Practising S.
Hodgson, John James	Cheltenham, Ch. Ch. N.S.
Satterthwaite, Robert	Lancaster N.S.
Taylor, William	Birmingham, St. Stephen's N.S.
Waldron, Thomas	Leeds, All Saint's N.S.
Warner, William	Charterhouse, St. Thomas N.S.
Whiteman, Henry	Rugby, Trinity N.S.
Coldham, James G.	Bloomsbury, St. George the Martyr N.S.
Cooper, Walter	Manchester Birch, St. James's N.S.
Pywell, W. A.	Westminster, St. Stephen's N.S.
Winchester, Charles	Battersea Parochial S.
Wire, Alfred P.	Colchester, St. Magdalen N.S.

First Class—*continued.*

Bratt, David	York and Ripon, Practising S.
Cooper, Charles	Arundel N.S.
Dodson, George E.	Kildwick N.S.
Roe, William	Eastwood N.S.
Snell, Charles	
Wall, Edward	Ipswich, St. Peter's N.S.
Williams, David	Narberth N.S.
Bird, John	Birmingham, St. Mark's N.S.
Brown, Alfred	Whitstable and Seasalter Ch. S.
Bull, William	Burnham (Norfolk) N.S.
Chappel, George F.	Halesworth N.S.
Clarke, Alfred W.	Kensington Free S.
Gornall, John	Kirkham N.S.
Hughes, Thomas	Chester Diocesan S.
Jarvis, Edmund	Marylebone, Ch. Ch. N.S.
Jones, William J.	Carnarvon N.S.
Margoschis, John T.	Warwick Borough N.S.
Pink, William	Stockwell, St. Michael's N.S.
Pinn, James G.	Exeter, Central N.S.
Shields, James	Manchester, Cathedral S.
Spendlove, John	St. Ives N.S. (Hunts)
Tamplin, Thomas J.	Tidenham N.S
Wainwright, Edward	Middle N.S.
Bosomworth, J. W.	York, St. Cuthbert's N.S.
Collings, William G.	Bloomsbury, St. George the Martyr N.S.
Crocker, William H.	Bayswater N.S.
Davies, John	Kersall, St. Paul's N.S.
Hallums, George	Flookersbrook, Ch. Ch. N.S.
Pay, Edward S.	Faversham, Central S.
Tayler, H. J.	Glastonbury N.S.
Taylor, Charles	Norwich Model S.
Thomas, Arthur H.	Oxford, St. Paul's N.S.
Webb, Geerge W.	Harrow N.S.
Burgoyne, John	Nottingham, Trinity N.S.
Evans, David	Wintringham N.S.
Fedarb, Edwin H.	Canterbury Model School
Gilbert, John G.	Nottingham, St. John's N.S.
Graham, John	Newcastle, St. John's N. S.
Holmes, George	Brighton, Warwick Street N. S.
Jones, Griffith,	Tyntwr N. S.
Kent, Stephen	Hastings, All Saints N.S.
Lake, James E.	Collumpton N. S.
Linstead, H. C.	
Locke, W. R.	Launceston, N. S.
Neal, William	Bury St. Edmund's, St. James's. N.S.
West, Walter	Stalbridge N. S.
Brown, Hubert C.	Exeter Central N. S.
Buckner, John W.	Portman Chapel S.
Darney, Thomas	Walmersley Ch. Ch. N. S.
Greenhalgh, William	Heywood, St. Luke's N. S.
James, William	Wantage N. S.
Jones, Richard	
Keast, Joseph	Plymouth, Charles S.
Mort, George Arnold	Bolton, St. George's N. S.
Pearce, Richard	Liverpool, Toxteth, St. Thomas's N. S.
Richmond, George	Halton, Lancaster, N. S.
Yates, Thomas	Birstall, N. S.
Brierly, Edward	Preston Trinity N. S.
Bromilow, William	Liverpool, St. Luke's N. S.
Dawson, Daniel	Satterthwaite and Rusland N. S.
Emsley, Robert	Manchester, Redbank, St. Thomas's N. S.
Grindley, Richard	Carnarvon N. S.
Jefferson, Samuel	Leeds, St. George's, N. S.
Rees, William	Llanstephan. N. S
Vincent, William	Windermere, St. Mary's N. S.

First Class—*continued.*

Bannister, John S. .....Exmouth N. S.
Berriman, John .....Charterhouse, St. Thomas N.S.
Bloor, Herbert T. .....Witton N. S.
Buckley, John .....Buglawton N. S.
Ellis, Jos. .....Rochdale, Par. Ch. S.
Foister, John S. .....Thurmaston N. S.
Foster, William .....Rawtenstall, St. Mary's N. S.
Hall, Samuel .....Davenham N. S.
Hart. William .....Halberton N. S.
Hughes, William .....Holyhead N. S.
Lewis, Philip .....Llantrisant N. S.
Pease, James .....Buckingham N. S.
Praed, Thomas A. .....Marazion, Sir C. Coles S.
Reynolds, Walter J. J. ..Islington, All Saints' N. S.
Rusling, James W. .....Cleckheaton N. S.
Rydings, Benjamin.....Failsworth N. S.
South, Benjamin .....Madley N. S.
Spray, Frederick Charles Hastings, St. Mary's N. S.
Wix, Thomas W... .....Hlynee-on-Thames N. S.
Blacker, Samuel .....Chelsea, St. Mark's Prac. S.
Bridge, Thomas .....
Hall, Thomas .....Preston, St. Thomas's N. S.
Hatton, Horatio S. .....Bidford N. S.
High, William .....Islington All Saints' N. S.
Maddock, Walter .....Whitchurch, (Salop) N. S.
Roberts, D. ....Shelton N. S.
Sladen, Alfred .....Derby, Curzon Street N. S.
Wallace, James .....Berwick-on-Tweed Charity S.
Withey, John ....Holborn, St. Andrew's Trinity Dist. S.
Farmer, Thomas .....Kidderminster, St. George's N. S.
Gatehouse, James W.....Westcott N. S.
Hughes, Amos ....Saffron Walden N. S.
Humphrys, John .....Pennard N. S.
Mabey, John G. .....St. Mary Church N. S.
Magrath, John .....Forest Row N. S.
Moister, William.....Great Queen Street Wes. S.
Moss, Henry..... ....Whitechapel, St. Mark's S.
O'Hara, James ....Kirkdale Industrial S.
Phillips, John .....Clehonger N. S.
Stirrup, Thomas .....Edinburgh, St. John's Episcopal S.
Tandy, Charles .....Hagley, Lord Lyttleton's S.
Williams, Eldred C. ....Holloway, St. James's N. S.
Wright, William .....Lambeth, Prince's Road, St. Mary's N. S.
Bastian, William C. ....Carn, Thomas, St. Mary's N. S.
Bush, John ... .Islington, St. Michael's N.S.
Butler, James .....Oxford, St. Paul's N. S.
Caine, John James .....Douglas, St. Barnabas' N.S.
Dixon, Frederick Thomas Margate, Trinity N.S.
Dooley, Benjamin .....Salford, St. Bartholomew's N.S.
Down, William .....Castle Hill N.S.
Fulljames, Wm. George..Portsea Island P.U.S.
Hague, William .....Sheffield, Central, Carver St. N.S.
Henry, James .....Brading N.S.
Hosking, Thomas.....Illogan N.S.
Jackson, Edwin .....Liverpool North Ch. S.
Jenvey, Frederick .....Lymington N.S.
Kelland, Samuel J. B. ..Western Hove N.S.
Renton, Henry.....Berwick-on-Tweed Charity S.
Schofield, Jabez C.....Leeds, St. Phillip's N.S.
Searles, Charles .....Norwich Model S.
Smith, William .....Maidstone, Trinity N.S.
Spenser, Frank H. .....Nottingham, Trinity N.S.
Turnage, James M.....Paddington, St. Mary's N.S.
Weston, George .....Eastbourne, St. Mary's N.S.

First Class—*continued.*

Atkins, Thomas .....Botley N.S.
Beach, William P.....Oldbury, Chance's S.
Cookes, Charles .....Cirencester N.S.
Cook, William .....Halstead, Trinity N.S.
Ditchett, Edward .....Westminster, St. James's N.S.
Gibbs, Henry .....Weymouth, Trinity N.S.
Harrap, William T.....Lowdham N.S.
Holt, William .....Farnham N.S.
Kimpton, John G. .....Worcester Diocesan Practising S.
Lane, Thomas .....Everton Ch. Ch. N.S.
Moss, John .....Weston (Herts) N.S.
Phillips, William.....Tamworth N.S.
Pledger, Thomas .....Walthamstow N.S.
Plews, Peter.....Eagles-cliff N.S.
Sprague, Thomas G. ....Bengeworth, St. Peter's N.S.
Thomas, John V.....Ketley N.S.

Armour, W. E. .....Deptford (Durham) N.S.
Arnold, Edward .....Betley N.S.
Bassel, Albert .....Penkridge N.S.
Beale, William R. .....Royston N.S.
Bee, George .....Sheffield, Trinity N.S.
Card, Thomas G.....Frant N.S.
Dallison, James .....Brompton (Kent) N.S.
Dewse, William .....York, Walmgate N.S.
Edwards, Rowland .....Exeter N.S.
Harris, John.....Rugby, St. Mathew's N.S.
Hollamby, George C.....Plaistow N.S.
Jennings, Alfred .....St. George, Hanover Square District S.
Kerswell, Thomas .....Kirkdale Industrial S.
Maidwell, Robert C. ....Ipswich, St. Matthew's N.S.
Moore, Thomas .....Butleigh N.S.
Morris, R.....Carlisle Ch. Ch. N.S
Pyatt, Isaac .....Cheadle N.S.
Real, John M. .....St. Ewe N.S.
Scott, James .....Crosby-on-Eden N.S.
Sugg, Walter .....Yeovil N.S.
Teare, Philip .....Foxdale N.S.
Timbrell, William A....Cirencester N.S.
Ungoed, William.....Llannon N.S.
Wilson, George . .. ..Castle Garth, St Nicholas N.S.

Birley, Henry .....Doncaster N.S.
Brown, Moses .....Rawtenstall, St. Mary's N.S.
Cragg, Edward B. .....Quernmore Ch. S.
Duringer, Charles M.....Liverpool, South, Ch. of E.S.
Grose, Samuel T. W. .....Lenton, N.S.
Heasman, Walter .....Brighton, Central N.S.
Knight, Richard .....Kingsbury N.S.
Lloyd, Isaac .....Bilston, St. Mary's N.S.
Manser, William... ....Pimlico, St. Michael's N.S.
Matthews, Henry T.....Cambridge, St. Paul's N.S.
Musgrave, William.....Bishops Auckland, Bishop Barrington's S.
Palmer, David.....Carlisle, Fawcett's S.
Porter, John T. .....Liverpool, St. Mark's N.S.
Powell, James ..... .New Alresford N.S.
Qualtrough, Thomas ....Port St. Mary's N.S.
Sweeting, Edward .....Abbots Langley N.S.
Wakem, James .....Calstock N.S.
Bond, Edward .....Kings Lynn, All Saints' N.S.

Second Class Scholarships of £23—No Personal Allowance.

Anson, William .....Wednesbury, St. James N.S.
Bury, Thomas .....Stourport N.S.
Catlin, Edwin .....Rotherhithe Trinity N.S.
Collins, William .....Bath, Weymouth House S.
Collins, Thomas .....Bentley (Warwick) N.S.
Douglass, David G.....Deal N.S.
Green, Thomas .....Calne N.S.
Hughes, Maurice.....Welshpool N.S.
Hillidge, William .....Swinton Industrial S.]
Jackson, Thomas.....Guiseley N.S.
Jordan, Albert .....Bridgenorth N.S.
Legge, Andrew W.....Bristol, Incorporation Poor S.
Larkin, J. D.....Battersea Parochial S.
Reynolds, E. J. .....Birmingham, New Jerusalem S.
Sanders, Thomas .....Bentley (Warwick) N.S.
Stroud, Charles H. .....
Turner, F. A. .....Bramley Wes. S.
Williamson, Samuel ....Salford, Ch. Ch. N.S.
Woollett, John.....West Hackney N.S.
White, Jonathan .....Hull, St. Mark's N.S.
Westley, John .....Preston, St. Paul's N.S.

Barker, Richard .....Shipton N.S.
Bentley, B.....Hudderafield, Seed Hill, St. Peter's N.S.
Bradley, Robert S. .....Hull, St. John's N.S.
Davis, Alexander J.....Clifton N.S.
Dyson, Thomas .....Barnsley N.S.
Gould, Samuel A.....Bristol, St. Paul's N.S.
Heron, John .....Cottingham N S.
Hobson, Henry.....Hitchin N.S.
Holland, Thomas.....Widcombe Parochial S.
Johnson, Job .....Wimbledon N.S.
Jordan, William E. .....Saffron Hill, St. Peter's N.S.
Nicholls, Edward .....Pucklechurch N.S.
Nancarrow, James .....Trevenson N.S.
Platt, James .....Oldham, St. Peter's N.S.
Smith, James .....Milford Haven N.S.
Turner, William .....Manchester St. Michael's N.S.
Walters, Cornelius .....West Bromwich, Hill Top, St. James's N.S.

Bennett, William .....
Bright, Alfred .....South Hackney N.S.
Broadbent, John T.....Acton N.S.
Calvelly, Robert .....Kirkdale Industrial S.
Cooper, John .. ..Nottingham, Trinity N.S.
Ellis, Samuel R. .....Tresco, Scilly N.S.
Fox, George .....Bramley (Leeds) N.S.
Hunt, George .....Ipswich, St. Clement's N.S.
Jones, James Henry ....Colchester, St. Magdalen N.S.
Lloyd, W.....Liverpool, St. Bartholomew's N.S.
Mettam, John.....
Morris, Thomas .....Tenby N.S.
Northey, William HenryBaldhu N.S
Smith, William .....Keighley N.S.
Taylor, James .....Smallbridge N.S.
Thewlis, David .....Huddersfield, Trinity N.S.
Walsh, John.....Hoddlesden N.S.
Weeks, Thomas .....Bristol, H. More's S.

Billing, Thomas .....Finedon N.S.
Drewett, William .....Kingston-on-Thames, Public S.
Facey, Richard E. .....Devonport, St. James's N.S.
Foster, Thomas John ....Bridgewater, Dr. Morgan's Endowed S.
Griffiths, Morris .....Glanogwen N.S.

SECOND CLASS—*continued.*

Holme, Arthur B.....Caton N.S.
Hurley, Mark .....Rockwell Green N.S.
Kay, Edward .....Leeds, Little London, St. Matthew's N.S.
Leaver, Edwin.....Henley-on-Thames N.S.
Newsome, William.....Pocklington N.S.
Nicholls, Henry .....St. Mary Tavey N.S.
Whewell, Thomas .....Blackburn, St. John's N.S.
Bladen, George .....Wolverhampton, St. Paul's N.S.
Dye, William .....Yarmouth, St. Nicholas N.S.
Emerson, Thomas O. ....Bildeston N.S.
Ewing, Richard .....Stratford, Ch. Ch. N.S.
Graham, Edmund .....Westbury-on-Trym, Edmonds' Foundation S.
Harper, William H. ....Marlboro', St. Peter's N.S.
Hodge, Henry .....Portsea, St. John's N.S.
Hooke, Samuel.....Westminster, Central N.S.
Hough, William .....
Linfoot, William.....Hull, Salthouse Lane N.S.
Mildenhall, John.....Marlboro', St. Peter's N.S.
Outen, James .....West Ham N.S.
Pearson, Oswald D. ....Brampton, Bierlow N.S.
Phillips, Jos. A. .....Ipswich, St. Matthew's N.S.
Renshaw, Samuel .....Didsbury N.S.
Roberts, Thomas .....
Roberts, Howell.....
Rogers, Alfred .....Breage N.S.
Shaw, Thomas.....Lenton N S.
Shires, James E. .....Milbridge N.S.
Sutton, William J. .....
Train, Joseph .....Doncaster, Great Northern Railway C.S.
Walton, Alfred .....Calverley N.S.
Williams, Robert .....Liverpool Ch. Ch. N.S.
Woode, Thomas .....Dunkinfield, St. Mark's N.S.
Wright, Henry.....Halifax, Copley Factory S.
Alexander, William ....Portsea, All Saints N.S.
Appleby, George H. ....Sheffield, St. George's N.S.
Bott, George.....Donnington Wood N.S.
Chappell, Isaac .....Liverpool, North Ch. S.
Clucas, William .....Malew, Ballasalla N.S.
Daglish, George G.....Aldboro' and Borobridge N.S.
Ebdon, John.....Wellington (Somerset) N.S.
Hughes, David.....Swansea N.S.
Johnson, Edward S. ....Wakefield, Trinity N.S.
Jones, James .....North Audley Street, St. Mark's N.S.
Kay, James ....Hull, Nautical S.
Learner, Alfred H.....St. Pancras N.S.
Montford, James .....Market Drayton N.S.
Osborne, A. .....
Pierce, William .....Danebridge N.S.
Powell, W. ....Cirencester N.S.
Randall, Henry .....Trumpington N.S.
Roberts, William S. ....Ruthin N.S.
Stannard, John .....Pakenham N.S.
Stride, Jesse .....Everoreech, Ch. Ch. N.S.
Taylor, Peter .....Pendlebury, St. John's N.S.
Tomlinson, John .....Kendall N.S.
Turpin, W. G.....Jersey, St. Paul's N.S.
Wyatt, C. W. .....Maidenhead N.S.
Barrett, John G. .....Ashford (Kent) N.S.
Beck, William J.....Deptford Newtown, St. John's N.S.
Connor, Edward .....Kirkdale Industrial S.
Corcoran, David .....Gravesend and Milton N.S.
Davies, John Jones.....Conway N.S.
Hamilton, George, M. E. Rotherhithe, Trinity N.S,
Heath Francis .....Battersea Parl. S.

SECOND CLASS—*continued.*

Jones, Thomas .....Bodfeirig N.S.
Magness, John.....Leintwardine Endowed Free S.
Moore, Thomas .....Port St. Mary N.S.
Nield, Thomas.....Dunkinfield, St. John's N.S.
Phillips, John .....Liverpool, St. Augustine's N.S.
Richards, Thomas John..Bristol, St. Michael's N.S.
Sanderson, Joseph .....Bolsterstone N.S.
Short, Thomas .....
Southern, William .....
Stacey, R. .....
Taylor, S. ..... .Burton-on-Trent N.S.
Todd, Thomas .....Barwick-in-Elmet N.S.
Williams, John .....Llangollen N.S.
Wildish, George H. ....St. Margaret's-next-Rochester N.S.
Wotley, John .....Bristol, Brandon Hill, St. George's S.

Buckeridge, Edward ....Newington, St. Mary's N.S.
Corbett, John .....Highgate N.S.
Dickson, R. .....Leeds, Quarry Hill, St. Mary's N.S.
Evans, John ....Pembroke Dock N.S.
Ford, Alfred.....Staveley N.S.
Gill, William .....Peel (Isle of Man) N.S.
Hadfield, William .....Ramsgate, Christ Ch. S.
Honeybone, James R....Islington, St. Stephen's N.S.
Howitt, George H. .....St. Pancras, Trinity N.S
Holdsworth, Edmund ..Clayton N.S.
Hunt, Charles .....Portsea, All Saints' N.S.
Northam, Charles H. ....Bristol, H. More's S.
Norminton, Charles ....King Cross, St. Paul's N.S.
Philip, John .....Embsay, St. Mary's N.S.
Ross, James E. .....Rawmarsh, F. Grammar S.
Thomas, William H. ....Camberwell, Ch. Ch. N.S.

Ager, William .....
Ainsworth, John .....Heywood, St. Luke's N.S.
Bales, William.....Limehouse, St. Ann's N.S.
Brady, George.....Marylebone, Portman N.S.
Coomber, J. E.....Pimlico, St. Michael's N.S.
Crouch, Henry.....Broughton and Bossington N.S.
Donson, Philip.....Southwell N.S.
Gerrard, William.....Witton N.S.
Langrish, George.....Brighton, St. John's N.S.
Le Huquet, Frederick....Jersey, St. Mark's N.S.
Naylor, Robert.....Bankfoot, St. Matthew's N.S.
Neeson, John.....
Patrick, Robert .....Carnarvon N.S.
Smith, George .....Abbots Ann N.S.
Stokoe, Robert .....Wolsingham N.S.
Udall, John .....City Road, St. Matthew's N.S.
Wilkes, Ebenezer .....Newington, Trinity N.S.

Banting, George H.....Newtown (Hants.) N.S.
Carpenter, Augustine ....Camberwell, Crawford St. B.S.
Cox, William .....Lymington N.S.
Cull, Thomas .....Westbourne (Middlesex) S.
Dewhurst, John .....Dukinfield, Moravian S.
Dunn, Thomas .....Stella or Blaydon, St. Cuthbert's N.S.
Lister, George E.....Lincoln, North District N.S.
Maclen, W. G......
Parkin, Albert D.....Stonehouse N.S.
Pearson, B. E......
Swaine, George C. .....Maidstone, Trinity N.S.

Brookes, Frederick .....St. Bride's Major N.S.
Capnall, S. .....
France, Edward J. .....Atherton N.S.
Fryer, James.....Keighley N.S.
Greenlaw, John .....Driffield N.S.

SECOND CLASS—*continued.*

Harrison, E. H. .....
Murray, Michael.....St. Helen's Moorflat S.
Pender, William .....Tresco (Scilly) N.S.
Potter, William .....Whixley N.S.
Stott, Simeon .....Smallbridge N.S.
Strike, James .....Chelsea Park Chapel S.
Thompson, John H. ....Woodside, Horsforth N.S.
Tyler, Charles .....Erchfont N.S.
Wilkinson, Henry .....Bankfoot, St. Mathew's N.S.

Bartlett, Henry.....
Belcher, T. .....Wednesbury, St. John's N.S.
Briggs, James W. .....Addingham N.S.
Carrington, Thomas ....Holkham N.S.
Chaffer, William .....Hull Ch. Ch. S.
Deighton, Thomas.....
Durose, Frederick .....Stone Ch. Ch. S.
Glass, Henry .. ..
Jackson, Joseph .....Preston Ch. Ch. N.S.
Mawson, Thomas.....York Manor S.
Noble, John .....Rawtenstall, St. Mary's N.S.
Smith, William B. .....Ryde (Isle of Wight) N.S.
Trobe, Henry.....
Wedmore, James .....
Whittaker, William E. ..Nottingham, St. John's N.S.
William, James .....Haverfordwest N.S.
Woodward, Thomas ....Aldboro and Borobridge N.S.

Coverdale, Robert C.....Hull Ch. Ch. S.
Dee, Henry .....Wickham (Hants.) N.S.
Lewis, Henry .....Loughor Parochial S.
Russell, William E. ....Bilston, St. Mary's N. S.
Scourse, J.....
Shorten, John .....
Threlfall, John.....Preston, St. Thomas's N. S.
Walton, E. .....
Whittaker, Wright .....Salford Ch. Ch. N. S.

Atkinson, Charles W. ..Headingly N.S.
Britter, Joseph.....Maidstone, All Saints N.S.
Chisham, William .....Whitechapel, St. Mark's N.S.
Dolman, James .....Newport, Isle of Wight N.S.
Griffiths, Thomas.....Newcastle Emlyn N.S.
Hughes, Hugh .....Conway N.S.
Jones, John .....
Lees, John .....Oldham, St. Peter's N.S.
Le Manquais, Joseph....Jersey, St. Paul's N.S.
Mackreth, Wilfred..... Newcastle, St. Thomas's N.S.
Nash, James.....Canterbury, Model S.
Nelson, John P. .....Hull, St. Mark's N.S.
Plews, James .....Masham N.S.
Richards, George .....Manchester, St. John's N.S.
Thrower, Henry J. .....Hoxton, St. John's N.S.
Viner, William .....Earl's Shilton N.S.

Bartlett, John .....Plymouth, Charles S.
Berridge, William T. ....Glandford Brigg N.S.
Darley, William J. .....Lincoln Central S.
Day, William .. .. .Southwark, St. Mary's N.S.
Goddard, William .....Burnley, St. James's N.S.
Hardwick, William J. ..Hull, St. John's N.S.
Ind, William .....Lacock N.S.
Jenkins, David .....Pyle, BrynduColliery S.
Madlock, John H. .....Trumpington N.S.
Perkins, John C. .....Melton Mowbray Free S.
Pyle, Thomas .....Blackburn Ho. Trinity N.S.
Sanger, Thomas .....Yarmouth, St. Peter's N.S.
Swift, William T. .....Cheltenham, Old Church Charity S.

Second Class—*continued.*

Ainley, Alfred .....Sowerby, St. George's N.S.
Belpett, William Thomas Birmingham, St. Mary's N.S.
Crump, Charles J.....
Duncan, Andrew .....
Gamley, Robert .....
Gorringe, C. W. .....Bloomsbury N.S.
Harding, Albert C. .....Marlboro', St. Mary's N.S.
Ibbotson, John .....Hoylandswaine N.S.
Janes, Alfred .....Cheltenham, Trinity Infant N.S.
Jenkyn, William H.....
Lamb, William .....St. Helen's Moorflat N.S.
Mason, George.....Doncaster, Ch. Ch. N.S.
Scorey, George.....Bishopstoke N.S.
Tait, Ralph .....
Williams, Charles .....Milverton N.S.

Barker, Edward .....Bridgnorth N.S.
Birch, William.....Much Wenlock N.S.
Broughton, Mark .....Pudsey Low Town N.S.
Charnock, Quilla .....Denholme Gate N.S.
Kershaw, Squire .....Wyke N.S.
Lammas, J. H.....Limehouse, St. Ann's S.
Marsh, George .....Canterbury Model S.
Phillips, John .....Kingswynford, St. Mary's N.S.
Robinson, John .....East Pinchbeck N.S.
Thomas, William .....
Wheeler, John .....

Axtell, G. .....
Blackwall George.....
Henderson, J. R.....Tanfield N.S.
Holloway, Edward .....Brighton, Ch. Ch. N.S.
Knight, Albert.....Frant N.S.
Landon, Henry T. .....Hull, Ch. Ch. N.S.
Samson, Adrian .....
Smith, Richard .....
Snaith, Thomas .....Barmby Moor N.S.
Spencer, Tom W. .....Loughboro', Lancasterian S.
Stevenett, Richard .....Lincoln, N. District S.
Taylor, James .....
Woods, George .....Warrington Heathside N.S.

Clark, John G.....Rotherhithe, Deptford Road N.S.
Greenwood, Frederick ..Gloucester, St. James's N.S.
Smith, Herbert.....Marylebone, Nutford Place, Diocesan S.
Tallentire, John .....Hulme. Trinity N.S.
Turpin, Newman W. ....Springfield N.S.
Wilkinson, John .....Blackburn, Trinity N.S.

Barnes, Robert E. .....Norwich, St. Stephen's N.S.
Bebbington, Allen .....Bradford, Stott Hill S.
Corcutt, William.....Dudley, St. Edmund's N.S.
Dawson, R. .....Preston, St. James's N.S.
Ellis, Robert.....Llandyrnog N.S.
Fassnidge, William.....Weymouth, Trinity N.S.
Mattinson, Edward .....
Pincott, Joseph .....Audenshaw, N.S.

LIST OF QUEEN'S SCHOLARS

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

FIRST CLASS SCHOLARSHIPS of £17, with a Personal Allowance of £3.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers are admitted to compete for Scholarships under the Minute of 2 June 1856.

Name of Candidate	Name of School
Lampet, Lucy	Wantage N.S.
Coram, Mary	Wellington (Somst.) N. S.
Crofts, Marianne	Derby, Trinity N.S.
Howell, Emma	Home and Colonial Model S.
Beaumont, Anne	York, Bishopsgate N.S.
Smith, Martha	Brighton, St. Nicholas N.S.
Barrowby, Eliza J	
Ensor, Helen	St. George, Hanover Square, United Day S.
Houlding, Margaret	Cheetham Hill, St. Mark's N. S.
Young, Letitia	Twyford (Hants) N. S.
Hall, Emily	Brown, Candover N. S.
Balman, Isabella	
Male, Harriet	Cambridge, St. Paul's N.S.
Vickers, Elizabeth	Lincoln, Central N. S.
Wilson, Sarah E	Inverness, The Bishop's S.
Hendy, Elizabeth J	Truro, Fairmantle St. N. S.
Bennett, Elizabeth	Everton Ch. Ch. N. S.
Burrows, Elizabeth Sarah	Pimlico, St. Michael's N. S.
Cook, Maria H.	St. Pancras N. S.
Fairburn, Harriett	Newick N. S.
Willis, Mary	Everton Ch. Ch. N. S.
Cane, Jessie	Marlborough, St. Peter's N. S
Cragg, Mary A.	Home and Colonial Model S.
Whittington, Maria	Windsor (New) N. S.
Boyce, Lucy	Nottingham, Trinity N. S.
Fowler, Elizabeth	St. George, Hanover Square, United Day S.
Griffiths, Mary	Ilfracombe N. S.
Henshaw, Sarah	Stamford, N. S.
Kilpatrick, Mary A.	St. George, Hanover Square, United Day S.
Williams, Eliza Jane	Warrington Parl. S.
Witcombe, Sarah	Mells N. S.
Frame, Harriet	Trowbridge, Trinity N. S.
Smith, Catherine R.	Westm., St. Margaret's and St. John's N. S.
White, Sarah	Reading, St. Giles's N. S.
Butcher, Elizabeth	Saffron Waldon N. S.
Cain, Ellen	Douglas, St. Barnabas N.S. (I. of Man)
Bennett, Ann	Brighton, Practising S.
Gardiner, Frances E.	Liverpool, St. Saviour's N. S.
Marshall, Emmaline	Halesworth N. S.
Smith, Rebecca	
Thomas, Elizabeth	Milverton N.S.
Caldeleugh, Phillis	Durham Blue Coat S.
James, Jane	Pen-y-parke N. S.
Walker, Emily	

First Class—*continued*

Bennent, Jane S. .....
Clifford, Sophia.....Walthamstow N. S.
Kershaw, Alice.....Bolton, Emanuel N. S.
Baker, Hannah.....Stepney Red Coat S.
Coope, Mary.....Jersey, St. Mark's N. S.
Gaston, Eleanor.....
Howard, Mary .....Brighton, Warwick St. N. S.
Jones, Mary .....Liverpool, North, C. of E. S.
Millburn, Sarah .....Aylesbury N. S.
Moss, Annie Jane.....
Blandea, Lucy.....Brown, Candover N. S.
Butler, Emily J.....Evercreech N. S.
Gelling, Mary *J*.....Douglas, Athol St. St. Geo. (I. of Man.)
Hall, Mary.....Lacock N. S.
Kennish, M. A.....Douglas, St. Geo. N. S.
Killingly, Louisa .....
Parker, Mary.....
Probatt, Emily H.....St. Ives' (Hunts.) N. S.
Robinson, Mary .....Tooting N. S.
Scarr, Elizabeth.....Cambridge, St. Paul's.
Brown, Charlotte .....Speen N. S.
Cockshott, Elizabeth .....
Cowburn, Margaret A. .....Manchester, St. Jude's N. S.
Fletcher, Eliza.....Pennor N. S.
Grant, Elizabeth .....Wells N. S.
Hitch, Emily C. .....Bristol, Gloucester, and Oxford Diocs. Pract. S.
Jenkins, Caroline E. .....Salisbury N. S.
Jenkins, Elizabeth .....Harrow Girls' N. S.
Lloyd, Margaret.....Liverpool, South S.
Myatt, Harriet .....Stoke-on-Trent N.S.
Riley, Matilda .....Marylebone Ch. Ch. N. S.
Smith, M. A. .....Birmingham, St. Matthias N. S.
Whittingham, Sarah .....Oxton N. S.
Adams, Betsy.....Godalming N. S.
Andrew, Jane .....Brighton Practising S.
Chappell, Mary.....Bath, Weymouth House S.
Crompton, Mary .....
Croxall, Catherine .....Rolleston N. S.
Knight, Eliza .....Margate, St. John's N. S.
Long, Rebecca .....Oxton N. S.
Siburn, Elizabeth A. .....Rochester, St. Nicholas N. S.
Armstrong, Elizabeth S.....Harrow, Girls' N. S.
Balls, Louisa.....Halesworth Infant S.
Churchwardl, Susan A.....Exeter N. S.
Collins, Celia .....Bath, Walcot, St. Swithin's N. S.
Daw, Mary D. .....Stalbridge N. S.
Denton, Elizabeth .....Hull, Salthouse Lane N. S.
Flander, Mary A. .....Offchurch, Lady Guernsey's S.
Isedale, Catherine .....Douglas, St. Barnabas (Isle of Man) N. S.
Kelly, Emily J.....Rushen, Girls' S.
Poole, Annie.....Derby, St. Alkmund's N. S.
Tilling, Charlotte .....Bolton, All Saints' N. S.
Walker, Anne M.....Walham Green, St. John's N. S.
Womersley, Eliza .....Ripon Girls' N. S.
Beck, Eliza .....Tiverton Infant B. S.
Grover, Ann E.....Forest Row N. S.
Halliwell, Elizabeth .....Shelton, Granville N. S.
Jones, Elizabeth .....Mold N. S.
Munckton, Eliza .....
Murrells, Elizabeth .....Sudbury, All Saints' N. S.
Oxborrow, Ellen .....Ipswich, St. Margaret's N. S.
Proverbs, Hannah M. .....Wednesbury, St. Bartholomew's N. S.
Rainer, Theophia T. .....Ipswich, St. Peter's N. S.
Smith, Charlotte .....Lyncombe, St. Mark's N. S.
Andrews, Ann S. .....Barford N. S.
Bax, Sarah A. .....Margate, Trinity N. S.
Blanks, Elizabeth .....Limehouse, St. Anne's N. S.
Brabham, Emma.....Tiverton, Infant B. S.
Brown, Mary A. .....Rochester, St. Nicholas N. S.
Corner, Emma.....Hereford Blue Coat S.
Haigh, Ellen.....Huddersfield, Seed Hill, St. Peter's N. S.
Hassell, Maria .....Holloway, St. James's N.S.
Hook, Susanna.....Moseley, N. S.
Kelham, Anne.....Barkstone, N. S.
Liddington, Julia M. .....Chalford, Ch. Ch. N. S.

First Class—*continued.*

Mills, Sarah .....Shelton, N. S.
Pruett, Hannah .....Clifton, N. S.
Thompson, Jane .....Piccadilly, St. James's N. S.
Brookman, Jane E. M. .....Bristol, St. James's Infant N. S.
Duck, Charlotte M. M.....Holborn, St. Andrew's, Trinity S.
Gumbrill, Sarah
Hare, Caroline.....Windsor, New N. S.
Hume, Maria .....Witham N. S.
Leigh, Sarah.....Blackrod N. S.
Mitchell, Elizabeth .....Hockliffe N. S.
Redcliffe, Emma.....Steeple Bumstead N. S.
Reilly, Margaret.....Hastings, St. Clement's and All Saints' N. S.
Thompson, Jane .....Pendlebury, St. John's
Coombes, Betsy L.....St. George's-in-the-East, St. Mary's N. S.
Freeman, Emma.....Ewell N. S.
Hassell, Sophia.....Holloway, St. James's N. S.
Holder, Juliana .....South Audley St., Grosvenor Chapel S.
Hook, Sarah A. .....Bray N. S.
Hyde, Emily.....Sheffield Parochial Ch. S.
Kidd, Kezia E.....Reading, St. Giles' N. S.
Lawton, Mary .....Marsden N. S.
Macartney, Augusta C..... Westminster, St. Stephen's N. S.
Nettleton, Ann .....Leeds, St. Philip's N. S.
Street, Sophia.....Ringwood N. S.
Wheaton, Mary S.....Bruton N. S.
Bleaklie, Catherine B.....Glasgow, the Bishop's Episcopal S.
Bucktin, Sarah.....York, St. Thomas N. S.
Cook, Frances M.....St. Pancras, St. John the Evangelist District S.
Davies, Mary A. .....Grappenhall N. S.
Douglas, Hester .....Salford Ch. Ch. N. S.
Eagleton, Elizabeth.....Islington, St. Peter's N. S.
Fairlamb, Elizabeth .....
Haugh, Jane .....Stanwix N. S.
McMullen, Agnes.....Preston Ch. Ch. N. S.
Potts, Jane .....Burton-on-Trent Ch. Ch. Infant S.
Roberts, Jane.....Wolverhampton, St. Mathew's N. S.
Schartan, Sibella Jane T. ....Thanet, St. Peter's S.
Simpson, Edith.....Ipswich, St. Clement's S
Spratt, Ellen.....Exeter, Central N. S.
Wallis, Frances S. .....Cookham Dean N.S.

Second Class Scholarship of £17.—No Personal Allowance.

Crabtree, Jane.....
Fisher, Adelaide L.... .....Bloomsbury, St. George the Martyr N. S.
Fisher, Elizabeth.....Camberwell Ch. Ch. N. S.
Haydon, Kate .....Home and Colonial Model S.
Hoyland, Elizabeth .....Tankersley N.S.
Ladbury, Sarah E. .....Limehouse, St. John N.S.
Lane, Mary.....
Middleton, Phœbe .....Chesterton N.S.
Pear, Louisa.....Cheltenham, Trinity Infant S.
Sprowles, Emily .....Bristol, Brandon Hill St. George's N. S.
Wainwright, Caroline A.....Birmingham, St. Mary's N. S.
Wood, Charlotte E. .....Marylebone, Trinity N. S.
Baker, Sarah M..... .... Upton cum Chalvey N. S.
Butterfield, Mary A. .....Camberwell, Camden Chapel S.
Cocklin, Hannah .....South Metropolitan District P. U. S.
Godber, Catherine .....
Horne, Rebecca .....Rugby, Trinity N.S.
Johnson, Eliza.....Banbury N. S.
Lambert, Martha J.....Bristol Diocesan Pract. S.
Pargeter, Sarah A. .....Birmingham, St. Phillip's N. S.
Putman, Mary .....
Reed, Catherine N. .....Bishop Auckland Industrial School
Spyer, Emma .....Benson N. S.
Walsh, Elizabeth.....Ledbury N. S.
Boyle, Anne .....Leeds, Holbeck, Messrs. Marshalls' Factory S.
Braid, Susan Jane .....
Dickenson, Mary A. .....Sheffield, St. Mary's N. S.
Grayson, Emma .....Wicker, Trinity N. S.

Second Class—*continued.*

Hidey, Lavinia.....Kensington, St. Barnabas' N. S.
Holt, Sarah A. .....Spittlegate N. S.
Baldwin, Marian .....Exeter, Central N. S.
Binham, Mary A. .....Oxford, St. Paul's N. S.
Broadbent, Hannah.....Leeds, St. George's S.
Girling Elizabeth A. .....Norbiton N. S.
Hobson, Ellen .....Croft N. S.
Howden, Mary.....Liverpool, Windsor, St. Clement's N. S.
Hull, Sarah ....Baldwin's Gardens N. S.
Llewhellend, Mary A.....Paddington, St. John's N. S.
Marsh, Eliza J.....St. Helen's, Moorflat N. S.
Mears, Julietta P. .....Camberwell, Camden Chapel S.
Padfield, Lucy M.....Wrington N. S.
Page, Sarah J. .....Faversham Infant S.
Rhynheart, Mary .....
Richardson, Elizabeth .....Heywood, St. Luke's N. S.
Robinson, Minerva .....Ystalafera S.
Sawyer, Margaret M. .....Hull Ch. Ch. S.
Taplin, Elizabeth A.....Newington, St. Mary's N. S.
Warburton, Sarah A. .....Wicker, Trinity N. S.
Whiting, Charlotte .....Leicester, Knighton St. S.
Ellis, Abigail .....St. Mary's (Scilly Isles) Infant S.
Johnson, Naomi .....Chelsea, St. Jude's N. S.
Jones, Sarah .....Marylebone Ch. Ch. N. S.
Lucas, Jane .....South Shields, St. Stephen's N. S.
Potts, Elizabeth .....Haggerston, St. Mary's N. S.
Routledge, Martha.....Liverpool, North, Ch. of E. S.
Sackett, Harriett H.....Broadstairs N. S.
Smith, Elizabeth .....Liverpool, Windsor St. Clements.
Williams, Alice .....Liverpool, St. Barnabas Infant S.
Wilson, Armin M.....Stepney Red Coat S.
Wolstenholme, Ellen .....Heywood, St. Luke's N. S.
Berwick, Harriet .....
Clifton, Fanny Jane .....St. George's-in-the-East, St. Mary's N.S.
Crofts, Mary A. .....
Darkin, Eliza A.....Kentish Town N. S.
Dewsbury, Catalina.....Acton (Chester) N. S.
Farmer, Ellen.....
Hathway, Elizabeth C. .....Gloucester, St. James's N. S.
Hivey, Anne.....Everton, St. George's N. S.
Lloyd, Catherine .....
Pendlebury, Elizabeth .....Preston, St. Thomas's N. S.
Platts, Sarah E. .....Halifax, St. James's Infant S.
Pomeroy, Eliza .....Barford N. S.
Riddle, Amelia .....
Shute, Harriette.....Brompton (Kent) N. S.
Simpson, Mary A. .....Westminster, St. Mary's N. S.
Theobald, Helen .....Kensington, Free S.
Thomas, Sarah .....Carmarthen N. S.
Wall, Jane .....Tetbury Infant S.
Blythes, Sarah .....Witham N. S.
Bonds, Mary A. .....Uckfield, N. S.
Brown, Harriet .....Bath, Weymouth House S.
Charnock, Maria .....Leeds, St. George's S.
Crowe, Emily S. .....Stamford N. S.
Darnton, Margaret .....Stockton-on-Tees Industrial S.
Green, Maria.....Liverpool South S.
Haddon, Elizabeth .....Northampton, St. Giles's N. S.
Harrison, Mary .....Derby, Curzon Street N. S.
Lucas, Louisa .....Huddersfield, Seed Hill, St. Peter's N. S.
Moody, Arabella.....
Pendred, Mary A. .....Northampton, St. Giles's N. S.
Salter, Anne O. .....Bedminster N. S.
Spalding, Elizabeth .....Woolwich N. S.
Todd, Elizabeth S. .....Mayfield N. S.
Waring, Elizabeth H. .....
Wilcockson, Ellen .....Derby, Trinity N. S.
Bateman, Anne .....Penrith N. S.
Cornish, Sarah .....Home and Colonial Model S.
Dodson, Annie .....Witham N. S.
Dobbin, Eliza .....Bethnal Green, St. Bartholomew's N. S.
Holland, Mary.....Warnham N. S.
Hollingpriest, Mary .....
Hooper, Emma L. .....Charlton, Kings N. S.
Kemp, Hannah .....Whitstable and Seasalter N. S.

Second Class—*continued.*

Mann, Eleanor .....Tetbury N. S.
Singleton, Jane .....Preston, Christchurch S.
Stevenson, Matilda.....Iver N. S.
Wentworth, Elizabeth .....York, Aldwark N. S.
Aikman, Margaret.....
Ash, Sarah .....Langton Maltravers N. S.
Barnes, Sarah E.....Great Marlow N. S.
Brabham, Lucy J. .....Tiverton, Bampton Street Infant S.
Brown, Mary .....Haworth N. S.
Cambridge, Esther .....Watermoor, Trinity N. S.
Croxton, Hannah.....Hoylake N. S.
Croydon, Clara .....Ipswich, St. Helen's N. S.
Ellison, Ann E. .....Sheffield, Par. Ch. S.
Holleby, Mary F. .....Limehouse, St. John's N. S.
Hutchinson, Mary P. .....Huddersfield, St. Paul's N. S.
Long, Mary A..... .Bethnal Green, St. Bartholomew's N. S.
Mayor, Alice .....Preston, Central S.
Miller, Cecilia .....Halifax, Haley Hill S.
Moss, Caroline .....
Pinnm, Sarah .....Burton-on-Trent, Ch. Ch. S.
Purvias, Helen K. .....St. George's-in-the-East, Ch. Ch. N. S
Pool, Mary .....Bedminster N. S.
Scowcroft, Mary A. .....Bolton, Trinity S.
Smith, Mary A. .....Plymouth, Charles S.
Wilkins, Jane .....Reading, St. Mary's N. S.
Williamson, Grace .....Lancaster N. S.
Birbeck, Sarah A. .....Cheltenham, St. Mary's Infant S.
Bowen, Catherine.....Neath, Alderman Davies' S.
Eastcott, Eliza.....Kelly, Ch. of England S.
Edgar, Emily .....Manchester, St. Anne's N. S.
Embleton, Susannah .....Carlisle, Ch. Ch. N. S.
French, Mary Ann.....Birdbrook N. S.
Goldstone, Mary A.....St. Pancras Ch. Ch. N. S.
Holden, Alice .....West Derby N. S.
Hopwood, Elizabeth ....Madeley (Salop) N. S.
Ingram, Emma ....
Leddra, Hephzabah .....Sutton, St. Helen's N. S.
Mason, Charlotte M. .....Birkenhead, Trinity N. S.
Murfin, Sarah .....Kegworth N.S.
Platts, Jane .....Derby, Trinity N. S.
Rickard, Mary A. .....Stanford, Rivers, N.S.
Roberts, Emma .....Canterbury, St. Paul's N. S.
Robinson, Eliza .....Middleton, Barrowfields S.
Stanley, Caroline.....Bradford N. S.
Thurkle, Frances.....Sunbury, N. S.
Wyver, Elizabeth .....Canterbury, St. Paul's N. S.
Allen, Jane .....Clapham, Bowver, St John's N. S.
Alley, Grace.....Brownley (Middlesex) St. Leonard's N. S.
Ball, Emma.....
Barber, Elizabeth M.....Camberwell Ch. Ch. N. S.
Bladon, Mary A. .....Moseley N. S.
Ellis, Charlotte F. .....
Harber, Elizabeth .....Chichester Central S.
Humphreys, Elizabeth .....Swansea Infant S.
Jackson Frances H. .....Newington, Trinity N. S.
James Mary A. .....Exeter, St. James' N. S.
Jones, Charlotte .....Walham Green, St. John's N.S.
Makinson, Alice .....Astley N. S.
Marsh, Louisa S.....Kensington, St. Barnabas N. S.
Morgan, Elizabeth .....Leeds, St. Philip's N. S.
Nicholson, Rebecca .....Leeds Ch. Ch. N. S.
Philipson, Eleanor.. .....South Shields, St. Stephen's N. S.
Porter, Hannah .....Stepney, Trinity N. S.
Pritchard, Elizabeth .....Marple N. S.
Sinden, Ellen J. .....Maidstone N. S.
Warrington, Mary .....Derby, Trinity N. S
Watts, Jane E. .....Portsea Town N.S.
Allez, Esther A. .....Guernsey, St. John's N.S.
Batty, Eliza .....Bradford, St. James's N.S.
Cattrall, Elizabeth S.....Stepney, St. Thomas's N. S.
Farrar, Martha A. .....Halifax Parochial Ch. S.
Hann, Jane .....Bermmster N. S.
Hudson, Catherine.....Liverpool, St. Luke's N. S.
Lawton, Mary .....Salford, Gt. George Street N. S.
Raymond, Mary A.....Gresford N. S.

Second Class—*continued.*

Read, Rachel .....Liverpool Ch. Ch. S.
Searle, Ann .....Stoke Climsland N. S.
Windley, Eliza .....Loughborough Lancasterian S.
Ball, Ann W. .....
Boyes, Mary M. T.....Bradford, St. James's N. S.
Beisley, Eliza .....Peterborough, N. S.
Burke, Celia.....Deptford, St. John's, N. S.
Buttrell, Virginia .....Jersey, St. Helier's N. S.
Gillie, Elizabeth.....
Haigh, Eliza E. .....King Cross, St. Paul's N. S.
Moses, Mary J.....Chirk N. S.
Pett, Ann H. .....
Pickering, Sarah A. .....Cirencester Endowed N. S.
Roberts, Ellen .....Bromsgrove N.S.
Simmons, Phœbe.....Pallaxhill N. S.
Slowe, Catherine.....Brampton N. S.
Smethurst, Emma .....Manchester, Bradford Road, St. Phillip's N.S.
Talbot, Sarah .....Weymouth Holy Trinity S.
Baker, Mary.....East Malling N. S.
Brook, Jane .....Huddersfield, Seed Hill, St. Peter's N. S.
Downton, Sarah .....Church Oakley N. S.
Duck, Elizabeth .....Bloomsbury N. S.
Hiscox, Mary J. .....Trowbridge (Wilts) N. S.
Holman, Mary A. .....Rochester, St. Nicholas's N.S.
Holmes, Mary A. E. .....Maidstone Trinity N. S.
Hurdle, Anne L ....Warren Ch. of England.
Lewis, Mary A. .....Chirk N. S.
Lucas, Harriet L. .....Hulme, St. Mark's N. S.
Palmer, Ellen M. A......
Tinkler, Mary J.....Preston, St. Paul's N. S.
Williams, Sarah .....Bradford, Stothill N. S.
Willcock, Sarah A.....Bradford, St. James' N. S.
Willadon, Emma. .....Godalming N. S.
Wright, Fanny.....Reading, St. Mary's N. S.
Baildon, Charlotte.....Halifax Par. Ch. S.
Blackmore, Maria E.....Poplar, Regent St. B. S.
Davies, Georgiana .....
Davies, Jane.....Crowan N. S.
Eggleton, Sarah H.....Great Ryburgh N. S.
Gyles, Louisa A.....Toxteth, St. Thomas N. S.
Hambleton, Susannah.....St. Martin-in-the-Fields Northern Dist. S.
How, Elizabeth A.....Bromley (Middlesex) St. Leonards N. S.
Jones, E. Jane..... Witton N. S.
Lever, Isabella.....Pershore N. S.
Lilley, Rachel.. .....Manchester, St. Ann's N. S.
Mason, Fanny..... ..Melton Mowbray Free N. S.
Morris, Emma..... West Bromwich, St. James's N. S.
Okell, Emma.....
Price, Rhoda .....Staverton N. S.
Sparrow, Jane .....Walkern N. S.
Vaughan, Elizabeth .....Brighton, St. Nicholas' N. S.
White, Elizabeth.....Hendon, St. Paul's N. S.
Willock, Margaret.....-Lancaster N. S.
Barker, Mary A.....
Davies, Ellen .....Windsor N. S.
Downton, Elizabeth.....Poplar, Regent St. B. S.
Fulbrook, Ellen .....Godstone N. S.
Mudge, Elizabeth .....Liverpool, St. John's.
Price, Margaret.....Brecon, St. Mary's N. S.
Randall, Phœbe.....Madeley (Salop) N. S.
Stawman, Sarah .....Leeds, St. James's N. S.
Chadwick, Sarah.....Kingston on-Thames N. S.
Gibson, Sophia.....Windsor (New) N. S.
Harrison, Eliza Ann S.. ....Sheffield, Carver St. N. S.
Holmes, Martha.....Liverpool, Ch. Ch. S.
Kyberd, Sabina .....
Primer, Elizabeth .....Marlborough, St. Mary's N. S.
Pitman, Elizabeth M.....Stockwell, St. Michael's N. S.
Roberts, Mary A. .....Conway N. S.
Rowbottom, Syndonia .....Charlesworth N. S.
White Sarah E. .....
Crane, Sarah.....Preston, Central S.
Gimson, Mary .....
Hill, Emma A .....Southwark, St. Mary's N. S.
Horne, Harriet.....Gosport, St. Matthew's N. S.

SECOND CLASS—*continued.*

Keating, Charlotte L..... Piccadilly, St. James' N. S.
Knowles, Katharine .....
Readwin, Laura .....Fakenham, Girls' and Infants' S.
Thistlethwaite, Anne .....York, Walmgate N. S.
Ward, Mary H. .....Sheffield, St. George's N. S.
Bellamy, Mary .....
Firth, Rebecca.....Bierley N. S.
Hinchcliff, Mary .. ..Leeds, St. James' N. S.
Hodge, Mary E. .....
Matheson, Anne .....
Starr, Mary M. M. .....Gloucester, St. James's N. S.
Tovey, Evelyn ....Bristol, St. Paul's Parochial S
Woodhouse, Mary A. .....Milltham Mills N. S.
Burbage, Matilda.....South Newton N. S.
Cole, Elizabeth.....Tewkesbury, Trinity N. S.
Goacher, Mary J.....Oakham N. S.
Harris, Matilda F. .....Stepney, St. Thomas' N. S
Mannock, Elizabeth ..... Halstead, Trinity N. S
Pullinger, Eliza A. .....Kentish Town N. S.
Sykes, Selina .....Bradford, Manchester Road Factory S.
Taylor, Mary .....
Walling, Ann H. .....

LIST OF QUEEN'S SCHOLARS

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

I.—MALES.

FIRST CLASS SCHOLARSHIP of £23, with a Personal Allowance of £4.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June, 1856.

Name of Candidate	Name of School
Hayward, Joseph	Wotton-under-Edge B. S.
Barber, William C.	Gloucester B. S.
Evans, William	Holyhead B. S.
Killingbeck, James H.	Selby Wes. S.
Meggs, William Thomas	Cheltenham B. S.
Farrow, William Henry	Ipswich B. S.
Jones, Henry	Bristol, Red Cross Street, B. S.
Phillips, Harvey	South Islington and Pentonville B. S.
Blake, William Dart	Pembroke Dock B. S.
Hall, James J.	Westminster Wes. Practising S.
Welch, George W.	Beverley Wes S.
Parker, John	Rugby Wes. S.
Whitehead, Thomas	....
Greenhill, Joseph	Tenterden B. S.
Gardner, Henry S.	Sleaford Wes. S.
Lee, Wesley	Silsden Wes. S.
Mackrell, Isaac	Sowerby Bridge Wes. S.
Stather, George P.	Lincoln Wes. S.
Channon, John P.	Tiverton B. S.
Waldron, James T.	Warrington B. S.
England, Thomas	Leeds Darley St. Wes. S.
Jenkinson, George J.	Beverley Wes. S.
Singleton, George E.	Ipswich B. S.
Maunder, Samuel G.	Exeter, Mint Lane Wes. S.
Ratcliffe, Joseph R.	Hippings Wes. S.
Manton, George	Melton Mowbray B. S.
Reakes, Charles L.	Taunton B. S.
Sugden, James	Greetland Wes. S.
Stables, Joseph G.	Kendal B. S.
Hindley, Henry	Patricroft B. S.
Jones, Thomas	Blaina B. S.
Ruddle, Thomas	Trowbridge B. S.
Schofield, David	Leeds Darley St. Wes. S.
Hosking, Alfred	Penzance Wes. S.
Lee, George	Kingswood Wes. S.
Rees, John	Aberdare B. S.
Radcliffe, William H.	Sowerby Bridge Wes. S.
Stillings, James	Sowerby Bridge Wes. S.
Epsley, Henry J.	Deal Wes. S.
Holmes, John	Sowerby Bridge Wes. S.
Hulbert, John	Corsham B. S.

FIRST CLASS—*continued.*

Boulter, William .....Selby Wes. S.
Jones, Mathew H. .....Southwark Wes. S
Weaver, George .....Bromyard B. S.

Cavill, John .....Melton Mowbray B. S.
Elgar, William D. .....Great Queen Street Wes. S.
Norton, Frederick .....West Ham and Stratford B. S.
Wensley, George.....Manchester Ancoats Lyceum B. S.

Abbott, Otho .....Grimsby Wes. S.
Allen, Thomas.....Sheffield Park Wes. S.
Bennett, Samuel .....Luton Wes. S.
Holmes, William ThomasBrentford B. S.
Rivers, Henry S.....Ipswich Wes. S.
Scanes, John..... ...Exeter. Mint Lane Wes. S.
Wray, Robert .....Leeds Darley St. Wes. S.

SECOND CLASS SCHOLARSHIP of £23, with no Personal Allowance.

Deacon, William .....Luton Wes. S.
Greenland, Albert .....Folkestone B. S.
Horner, Robert .....Pocklington Wes. S.
Tanner, Francis A. .....Kingswood Wes. S.
Tranter, Levi .....Madeley Wood Wes. S.

Jones, Edward Henry ..Altrincham and Bowden Down B. S.
Munns, William H. ....Rotherhithe Midway Place B. S.
Martin, Sidney H. .....New Wolverton B. S.
Metcalfe, Wm. M. .....York St. Geo. Wes. S.
Watkins, Evan.....Maesteg B. S.

Bray, Edward .....Alresford B. S.
Brazier, Jabez .....Brierly Hill Wes. S.
Danby, George .....Grimsby Wes. S.
Edmond, Alfred W.....Newtown B. S.
Graham, John.....New Leake Wes. S.
Harrison, Edward .....
Rhys, John .....Penllwyn B. S.
Richmond, James .....Manchester Ancoats Lyceum B.S.
Smith, Thomas .....Camberwell, Crawford Street S.
Sollett, Charles .....Holme, Wes. S.

Cooper, Daniel J. .....Lynn B. S.
Davis, Philip H. .....Oldland Common B. S.
Hawkins, John D. .....Tipton Wes. S.
Rowlands, Robert .....Bangor B. S.
Woodruff, Frederick ....Spittlegate Wes. S.

Brown, Alfred .....Nottingham, Derby Street B. S.
Brearley, David, S.....Batley Wes. S.
Holden, Seth .....Nottingham, Derby Street, B. S.
Hughes, David.....West Bromwich Wes. S.
Little, Peter .....Topsham Wes. S.
Tilsey, Frederick.....Toddington Wes. S.

Clark, Edward J. .....Gravesend B. S.
Gubb, Benjamin M. ....Abingdon B. S.
Hargreaves, Charles ....Burnley N. S.
Hocking, Samuel.....Camborne B. S.
Johnson, Samuel .....Lynn B. S.
Lambert, Daniel .....Coalbrooke Dale Co.'s Pool Hill S.
Oke, Edward .....Pembroke Dock B. S.
Turvey, James.....Westbromwich Wes. S.
Wilson, Robert .....Old Dalby B. S.

Boyd, Hugh .....Hull, Holderness Ward, B. S.
Smith, Ebenezer .....Chipping Norton B. S.
Spark, Welton.. .....Hadleigh B. S.
Trim, William .....Holsworthy Wes. S.

SECOND CLASS—*continued.*

Durley, Henry .....Whitchurch (Bucks) Wes. S.
Gamble, John H.....Leicester, Hill Street, B. S.
Martin, John F. .....Clapham B. S.
Roberts, John .....Bangor B. S.

Bishop, Frederick .....Great Yarmouth B. S.
Hadfield, George H. ....Salford New Jerusalem S.
Jones, Evan .....Dolgelly B. S.
Jones, William.....Mold B. S.
Turnbull, James .....Boro' Road Model S.

File, Charles C. .....Deal Wes. S
Palmer, Henry.....Boro' Road Model S.
Webb, James.....Rotherham and Masbro B. S.

Gretton, Frederick Wm....Ross and Archerfield B. S.
Greenwood, Lister .....Haworth Wes. S.
Johnson, William T. . ..Stockport, B. S.
Mellor, James .....Ryecroft B. S.
Moore, William T. .....Birmingham New Jerusalem S.
Roberts, John .....Denbigh B. S.
Smith, John .....Doncaster B. S.
Williams, William .....

King, Edward B.....Grantham B. S.
Lewis, Alfred .....Boro' Road Model S.

Kirby, Robert .....Leicester Great Meeting S.
Kittredge, William .....Saffron Walden B. S.
Mayoh, Moses .....Halliwell Dean Mills B. S.
Wright, James.....Stillington Wes. S.

Calvert, Philip P......
Francis, George H. .....Penzance Wes. S.
Gunner, George .....Alresford B.S.
Liddall, Wm.....Boston B. S.
Norris, Simeon.....Pilkington, Park Lane B. S.

Bennett, John J. .....Falmouth B. S.
Compton, John B. .....Romsey B. S.
Daniel John B. .....Oldham Wes. S.
Kershaw, Josiah .....Droylesdon B. S.
Smith, Frederick G. ....Wareham B. S.
West, George .....Woolwich Presbyterian S.
Wilkinson, Robert .....Garforth Wes. S.

Baker, George .....
Hobill, George A. K. ....Boro' Road Model S.
Sharples, James .....Farnworth Wes. S.
Trembath, Thomas H. ..Bottoms Wes. S.

Bennett, William.....Sheffield Park Wes. S.
Jenkin, John .....Cowbridge and Llamblethian N.S.
Jennings, Jabez .....Falmouth B. S.
Thomas, Robert H.....Penzance Wes. S.

Bowser, William .....York, Hope Street, B. S.
Rawkins, William HenryFordingbridge B. S.
Ray, William .....Boston B. S.

Haywood, John B. .. ...Sheffield Red Hill Wes. S.
Smith, William George ..Ampthill B. S.
Turner, William A.....Briezly Hill Wes. S.

II.—FEMALES.

FIRST CLASS SCHOLARSHIP of £17, with a Personal Allowance of £3.

Jarratt, Fanny .....Leicester, Hill Street B. S.
Hill, Sarah Jane .....Leicester, Hill Street B. S.
Parker, Hannah M. ....Borough Road, Model S.

First Class—*continued.*

Beech, Mary A. P. .....Westminster, Wes. Practg. S.
Brindley, Ann .....Manchester, Lower Moseley Street B. S.
Sterne, Susannah .....Vauxhall Walk, Wes.
Aldham, Ann.....Nottingham, High Pavement B. S.
Burton, Emily .....Dunmow B. S.
Dodds, Henrietta.....Wainfleet Wes. S.
Mathews, Mary A. .....Cardiff Wes. S.
Roberts, Elizabeth .....So. Islington and Pentonville B. S.
Brown, Fanny .....Bethnal Green, Abbey Street B. S.
Hall, Sophia.....West Bromwich Wes. S.
Jackson, Annie E. .....Bollington Wes. S.
Brocklehurst, Sarah A. ..Bollington Wes. S.
Laverach, Mary .....Leeds, Basinghall Street B. S.
Moss, Emily .....Bristol, Meadow Street B. S.
Merritt, Miriam M. .....Dartford Wes. S.
Kusel, Charlotte .....Spitalfields, Wood Street B. S.
Evans, Margaret J. ....
Moss, Millicent .....Manchester, Jerusalem Chapel S.
Hildreth, Sarah H. .... .Darlington, Bridge Street B. S.
Brewer, Rachel .....Blaina B. S.
Hurst, Emily .....Bristol, Lewins Mead B. S.
Tookey, Annie E. .....
Bessell, Fanny H. .....Bristol, Lewins Mead B. S.
Cowtan, Hannah .....Borough Road Model S.
Paull, Harriett.....
Payne, Emma .. ..Clapham B. S.
Smith, Elizabeth .....Dartford Wes. S.

Second Class Scholarship of £17—No Personal Allowance.

Carter, Eliza.....Camborne B. S.
Goulding, Charlotte E. ..Padiham Wes. S.
Symons, Annie .....Croydon B. S.
Laverack, Elizabeth B. ..Howden Wes. S.
Johnson, Catherine.....Burslem Wes. S.
Robinson, Jane .....Toxteth B. S.
Chalk, Ellen.....Sudbury B. S.
Herod, Eliza .....Manchester, Rusholme Road Wes. S.
Masson, Sarah .....Bethnal Green, Abbey Street B. S.
Stevens, Sarah P......
Stoker, Jane .....Carlisle B. S.
Cox, Mary.....Westminster, Wes. Practg. S.
Mauldon, Hannah T. ....Ipswich B. S.
Ofield, Mary A. .....Hackney Road, Weymouth Terrace B. S.
Hillyer, Mary J. .....
Baker, Maria .....Sudbury B. S.
Gillingham, Louisa .....Brentford B. S.
Hall, Isabella .....Bridport, General Girls and Infants
Small, Isabella .....Borough Road Model S.
Ardley, Martha .....Aspley Guise B. S.
Wise, Mary .....Bethnal Green, Abbey Street B. S.
Capes, Elizabeth .....Darlington, Bridge Street B. S.
Foster, Mary Ann .....Woodbury, Broadmead End. S.
Munkman, Mary J.....Boston B. S.
Stevens, Mary .....St. Ives, Cornwall Wes. S.
Wood, Emma .....Taunton B. S.
Noble, Cecilia .....Liverpool, Hope Street B. S.
Porter, Martha Ann ....Folkestone B. S.
Cragg, Sarah .....Warrington B. S.
Fulk, Jane.....Guildford B. S.
Jones, Ellen .....Bangor B. S.

SECOND CLASS—*continued.*

Edwards, Joanna	Cambridge B. S.
Gunson, Mary	
Kendall, Sarah	Toxteth B. S.
Buckley, Rachel	Bethnal Green, Abbey Street B. S.
Ward, Julia	Bridport Genl. Girls and Infants S.
Birch, Sarah	Birmingham, Dom. Mission S.
Pascoe, Fanny	Falmouth B. S.
Case, Imogene	Pill Benevolent.
Hearn, Harriet	Banbury B. S.
Kemp, Eliza	London, Chapel St., Dom. Miss. S.
Moss, Eliza	Southwark Wes. S.
Taylor, Ellen	Liverpool, Hibernian S.
Unthank, Margaret E.	Darlington, Bridge Street B. S.
Aylward, Elizabeth	Chichester, Tower Street B. S.
Foreman, Mary A.	West Ham and Stratford B S.
Cox, Caroline	London, Chapel Street Dom. Miss. S.
Dunning, Eliza	
Dunstan, Emma	Constantine B. S.
Lloyd, Louisa	Radnor Street, City Road Wes. S.
Savery, Helen S.	Liskeard B. S.
Earnshaw, Elizabeth	
Kemp, Elizabeth	
Binns, Martha	
Coome, Elizabeth	Falmouth B. S.
Harris, Sarah S.	Carlisle B. S.
Higson, Eleanor	Bolton, Bridge Street Wes. S.
Morris, Anne	Chipping Norton B. S.

LIST OF QUEEN'S SCHOLARS

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

I.—MALES.

FIRST CLASS SCHOLARSHIPS of £23, with a Personal Allowance of £4.

NOTE.—The Names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June, 1856.

Name of Candidate	Name of School
Brown, Archibald	Gala Subscripton S.
Phillip, Thomas	Dunfermline Free Abbey S.
Pow, Robert	Lauder Parochial S.
Wood, John	Whitedalehead, Wilson's Endowed S.
Mackay, Duncan	Perth, East Parish Congregational S.
Black, Simon D.	Inverbrothock F. C. S.
Ferguson, William	Edinburgh, Normal S.
Ferguson, Daniel	Perth, East Parish Congregational S.
Livingstone, Arthur	Falkland Par. S.
Doak, Duncan M.	Kilwinning Par. S.
Campbell, Gilbert	Kilwinning Par. S.
Collie, Collin	Tornaveen Par. S.
Weir, Thomas	Leadhills Par. S.
Swanston, James	Edinburgh, Greenside, Dr. Bell's S.
Vallance, David	
Dalrymple, David	Busby Par. S.
Thomson, Alexander	Fullarton, Par. S.
Cuthbertson, John	Galston Par. S.
Thom, Andrew	Busby S.
Jolly, Andrew R.	Montrose, White's Free S.
Fulton, John	Busby Par. S.
Kerr, Robert	Perth, East Parish Congregational S.
Miller, James	Ladybank, Ch. of Scotland S.
Murray, Alexander	Monziewaird and Strowan Par. S.
Gray, John	Bishopmill Gen. Assy. S.
Preston, John	Glasgow College Par. S.

SECOND CLASS SCHOLARSHIPS of £23—No Personal Allowance.

Brown, Alexander P.	Kilmarnock Academy.
Forbes, George	
Fyfe, Alexander	Montrose, White's Free S.
Kennedy, John	Troon Academy.
Christie, James C.	Cathcart Par. S.
Dick, James	Dundee, Gen. Sess. S.
Moodie, James	
Shed, James	

SECOND CLASS—*continued.*

Wilson, Robert .....Glassford Par. S.
Young, William .....Bridgeton Par. S.
Mantle, Robert B. .....Kirkcudbright, Townend Sess. S.
Hamilton, James.....Maxwellton, Endowed S.
Neil, Thomas .....Redding Muirhead, Gen. Assy. S.
Ross, Donald .....Dornoch Par. S.
Bain, Alexander .....Aberdeen, East Parish S.
Taylor, Robert .....Grangepans Sub. S.
Waddell, James .....Dalziel Par. S.
Wilson, William .....Renfrew, Old Burgh S.
Clarke, William .....
Gay, Donald .....Bridgeton Free Ch. S.
Cameron, Duncan .....
Kelly, James .....
McMeiking, John.....
Fraser, John .....Nairn Gen. Assy. S.
Sime, John .....Inchture Par. S.
Tweedie, George .....
Anton, Peter.....Erroll F. C. S.
Calderwood, David .....East Kilbride Par. S.
Borland, James .....Stonehouse Par. S.
Dewar, James .....Edinburgh, St. Andrew's Sessl. S.
Dunn, David.....
Smith, James .....Maxwellton Endowed S
McLeod, John .....Creich Par. S.
Bertie, William .....Dundee Gen. Sess. S.
Low, Charles.....Montrose, White's Free S.
McWhannell, John .....
Smith, Gilbert .....Monifieth Par. S
Beaton, Angus .....Glengarry Gen. Assy. S.
McDougall, William L. Lockerbie F. C. S.
Liddell, Henry .....
Smith, Alexander .....Inverkeillor Par. S.
Tait, John.....Redding Muirhead Gen. Assy.
Taylor, David .....
Turner, William .....
Breakenridge, William ..Bothwell Par. S.
McConnachie, George ..Glenrinnes Gen. Assy. S.
McMillan, John .....Campbeltown, Burgh S.
Scott, John.....

II.—FEMALES.

FIRST CLASS SCHOLARSHIP of £17, with a Personal Allowance of £3.

Thomson, Mary A. .....Dunfermline Industrial S.
Grant, Elizabeth .....Edinburgh, St. George's Local Day S.
Edwards, Helen .....
Forbes, Christina .....Alexandria Fem. S.
Broadfoot, Margaret ....Glasgow, St. David's Parl. S.
Young, Eliza.....Dunkeld, Duchess of Athol's S.
Ferguson, Elisabeth W...
Burgess, Agnes .....
Duncan, Ann M.....Glasgow, Bluevale S.
Gow, Isabella .....
McPherson, Christiana ...
McDonald, Margaret ....
Munro, Christina .....
Cargill, Augusta .....
Grant, Eliza .....Glasgow, Young Street, St. John's S.
Laurie, Margaret .....Barnton S.

FIRST CLASS—*continued.*

Keddie, Jessie .....Edinburgh, St. George's Local Day S.
Weir, Margaret .....Dunfermline Industrial S.
Ewen, Maria .....Aberdeen, East Parish Sessional S.
Ferguson, Sarah B......
McLean Margaret .....

SECOND CLASS SCHOLARSHIPS of £17 with no Personal Allowance.

Kinloch, Christina .....Glasgow, St. Matthew's Sessional S.
Lithgow, Margaret .....
Brown, Maria F. .....
Hird, Eliza .....Auchtermuchty, Madras S.
Nairn, Elizabeth .....
Carbarns, Agnes .....Anderston Burgh S.
McLeish, Euphemia ....Juniper Green S.
Pringle, Lilas .....Edmonstone S.
Scott, Marion .....Nellfield Infant S.
Jarvis, Elizabeth E. ....Aberdeen, East Parish S.
Mantle, Margaret .....Kirkcudbright Old Church S.
Andrew, Isabella.....Edinburgh G. A. Normal S.
Beattie, Frances .....Annan Infant and Industrial S.
McCall, Isabella .....Glasgow, Chalmer's St. John's Parl. S.
Bertram, Wilhelmina ....Johnshaven S.
Hosie, Frances.....Houseblll Endowed S.
Pearson, Mary A. .....St. Cyrus Porteous S.
Black, Helen .....
Doig, Elizabeth .....
McKillop, Agnes .....
Millar, Janet.....Glasgow, Young Street, St. John's S.
Pendrigh, Margaret.....
Starke, Clementina H. ..Kilbarchan S.
Miller, Jane ....Dunoon Parl. S.
Clark, Agnes .....
Galloway, Alison .....
Simpson, Jane .....Lochwinnoch S.
Scott, Margaret C.. .....Edinburgh G. A. Normal S.
Ferrier, Barbara .....Musselburgh S.

LIST OF QUEEN'S SCHOLARS,

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

I.—MALES.

FIRST CLASS SCHOLARSHIP of £23, with a Personal Allowance of £4.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June 1856.

Name of Candidate	School
McKay, John	Wick F.C.S.
Simpson, Alexander	Tranent F.C.S.
Bourhill, William	Fisherrow, F.C.S.
Suttie, David	Dundee, St. Peter's F.C.S.
McKenzie, John, Jun.	Stornaway F.C.S.
Paterson, Robert	Glasgow, St. John's F.C.S.
Whitehead, John E.	Bury Wes. S.
McDonald, George	Edinburgh, Tolbooth F.C.S.
McMaster, Alexander	
Law, William	Montrose, St. John's F.C.S.
Ogilvie, Alexander	Forfar F.C.S.
Wilson, John	Auchtermuchty F.C.S.
Gloag, David	Edinburgh, Dr. Thompson's, F.C.S.
Robertson, John	Broughty Ferry F.C.S.
Sutherland, George	Pulteney Town F.C.S.
Bland, Jabez	Oakworth Wes. Day S.
Bowers, John	
Ferguson, William	Cupar Angus F.C.S.
Fleck, William	West Kilbride F.C.S.
Ross, Gilbert G.	Thurso F.C.S.
Wright, Daniel	Paisley, Neilson Institution.
Coutts, William	Aberdeen, South, F.C.S.
Simpson, James	Dundee, Wallace Town F.C.S.
Ayton, David	Dundee, St. John's F.C.S.
Clunie, William	Largs Brisbane Endowed S.
Craig, James	Castle Douglas F.C.S.
Hislop, John	Kinross F.C.S.
Robb, George	Scone F.C.S.
Anderson, George	Conon F.C.S.
McIntosh, Donald	Doune F.C.S.
Allan, Robert	Montrose, St. John's F.C.S.
Clark, David	Ladyloan F.C.S.
Ramsay, Alexander, Jun.	Montrose, Dorward's Seminary, Upper S.
Young, James	
Gowmell, David	Friockheim F.C.S.
Jamie, William	Aberdeen, South, F.C.S.
Phillips, James	Falkirk, Parl. S.
Buchanan, David	
Cumming, Donald	
Hanson, George	Kinross F.C.S.
Richardson, John	

Second Class Scholarship of £23—No Personal Allowance.

Leask, Nathaniel.....Stirling, Allan's S.
Milne, Alexander.....Inverbrothock F.C.S.
Bain, James .....
Grubb, George.....Montrose, Dorward's Seminary, Upper S.
McGregor, Alexander .....Tullibody Sab. S.
Pennycock, William .. ..Bridge of Allan, F.C.S.
Ramsay, Alexander, Sen....Edinburgh, Tolbooth F.C.S.
Gibson, Andrew.....Fisherrow F.C.S.
Richmond, James .....Hamilton, St. John's F.C.S.
Taylor, Donald.....South Leith F.C.S.
McDonald, Ranald P. .....Stonehaven F.C.S.
Yunnie, William .....Aberdeen, South, F.C.S.
Berrie, Morrison S.....Ferryport-on-Craig F.C.S.
Gunn, James .....Thrumster G.A.S.
Dalziel, John.....
Henderson, Dugald.....Inverary F.C.S.
Kerr, Francis.....Earlstown F.C.S.
Kitchen, Alfred.....Greetland Wes. S.
Reid, Matthew.....Bridgeton F.C.S.
Rutherford, James .....Bridge of Earn F.C.S.
Caird, George.....Carnoustie F.C.S.
Hutton, William .....Montrose, Dorward's Seminary, Upper S.
Stewart, Alexander.....Strathblock G.A.S.
Kerr, Thomas.....New Cumnock F.C.S.
Thornton, John .....Inverkeillow Parish S.
Biggar, Matthew .....Glasgow, St. Peter's F.C.S.
Raitt, Andrew E.....Aberdeen, Bon Accord F.C.S.
Williamson, James.....Peterhead F.C.S.
McRae, Donald.....
Steele, John .....Montrose, Dorward's Seminary, Upper S.
Andrews, Walter.....Hamilton, St. John's F.C.S.
Fernie, Walter.....Cupar, Madras Academy.
Keith, Charles .....Inverbrothock F.C.S.
Reid, James .....
Cruden, William.....Downies F.C.S.
McRae, Farquhar .....
Simpson, Thomas .....Boston, Clifford, and Bramham Wes. S
Martin, John.....Glasgow, Finnieston Mission S.
McKim, Archibald .....Renton Public S.
Preston, William.....
Russell, George .....Slamannan F.C.S.
Skelly, Robert.....Perceton F.C.S.
Aitken, Thomas.....Edinburgh, Westport Territorial F.C.S.
Anderson, John.....Fisherrow F.C.S.
Barbour, John .....Dumblane F.C.S.
Skinner, Hugh.....
Robson, Joseph .....
Slater, William.....
McIntosh, James.....
Millar, David .....Ochiltree F.C.S.
Broadhurst, Joseph.....Runcorn Wes. S.
Sutherland, Daniel.....
Fleck, Thomas.....West Kilbride F.C.S.
Kerr, Andrew.....New Cumnock F.C.S.
Robb, Alexander C.....
McLeod, Alexander .....

II.—FEMALES.

First Class Scholarship of £17, with a Personal Allowance of £3.

Ord, Jane Ann .....Edinburgh, Dr. Thomson's F. C. S.
McFarlane, Janet.....Glasgow, Old Wynd F. C. S.
Kerr, Jessie Ann .....Glasgow F. C. Model S.

FIRST CLASS—*continued.*

Forbes, Helen .....Montrose, St. John's F. C. S.
Maclagan, Annie.....Dundee, St. Peter's F. C. S.
Paterson, Agnes .....
McKellar. Elizabeth ....Glasgow F. C. Model S.
Wallace, Augusta.....
Thompson, Mary .....
Baird, Margaret .....
Dawson, Eliza .....Glasgow, East Gorbal's Territoral S.
Miller, Amelia .....Perth Free West Ch. S.
Brown, Jemima.....
McGregor, Catharine ....
Brown, Jessie .....Paisley Stow's S.
Ogilvie, Jane.....
Paterson, Margaret.....Largs, F. C. S.
Broughall, Rosa .....
Cousins, Emily H. .....
Hill, Harriet.....
Hercus, Jane.....
Smith, Mary.....
Drummond, Jane.....Paisley Neilson Inst. S.
Ferguson, Flora .....
Traill, Ann .....Aberdeen, John Knox F. C.

SECOND CLASS SCHOLARSHIPS OF £17—No Personal Allowance.

Law, Janet .....Peterhead, F. C. S.
Muir, Helen .....Auchterderan Flockhouse F. C. S.
Gow, Verona .....Edinburgh, North, Dist. F. C. S.
Fenton, Helen .....
McIntosh, Mary .....
Robertson, Betsey .....Monikie Female School
Hamilton, Jane.....
Alexander, Jane R. .....
McOmish, Agnes .....
Gordon, Margaret C. ....
Osborne, Janet .....
Rae, Jane C.....Leith, St. John's, F. C. S.
Murray, Isabella .....
Smith, Margaret .....
Connell, Eliza .....Stanwix N. S.
McRobie, Mary .....Edinburgh, Dean Chalmers, F. C. S.
McGregor, Margaret ....Airdrie, F. C. S.
Shaw, Mary .....
Hamilton, Mary E.....
Henderson, Ann .. ..Paisley, Neilson Inst. S.
White, Agnes .....Glasgow, East Gorbal's Territorial S.
Main, Agnes.....
Simpson, Mary .....
Wallace, Maggy .....
Baird, Isabella .....
Sutherland, Margaret ....
Taylor, Jane .....Montrose, St. John's F. C. S.
Buchanan, Jane .....
Gold, Hannah .....
George, Helen .....

LIST OF QUEEN'S SCHOLARS,

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

I.—MALES.

FIRST CLASS SCHOLARSHIPS of £23, with a Personal Allowance of £4.

NOTE.—The Names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June, 1856.

Name of Candidate	School
Wiseman, James	
Anderson, Andrew	Leith, St. James's Episcopal S.
Creighton, Andrew.....	Dalmahoy, St. Mary's Episcopal S.

SECOND CLASS SCHOLARSHIP of £23. No Personal Allowance.

Roberts, Zachariah	Leith, St. James's Episcopal S.
Kermick, William	Kirriemuir Episcopal S.
{ *Havelock, John*	
{ *McIntosh, Alexander*	
Morrow, Robert	
Higgins, John	Ayr Episcopal S.

II.—FEMALES.

FIRST CLASS SCHOLARSHIP of £17, with a Personal Allowance of £3.

Mac Rannell, Violet	Edinburgh, St. Andrew's Hall Episcopal S.
Byers, Jane	

SECOND CLASS SCHOLARSHIPS of £17. No Personal Allowance.

{ *Cant, Mary Louisa*	
{ Mitchell, Rachel M.....	Edinburgh, St. Paul's Episcopal S.
Sterling, Elizabeth	New Pitsligo, St. John's Episcopal S.
Cardeno, Elizabeth.....	
Adams, Mary	Dundee, St. Mary's Episcopal S.
Mac Laren, Mary A.	Stirling Episcopal S.
Smith, Alice.....	Burntisland Episcopal S.
Saunderson, Susan..	

LIST OF QUEEN'S SCHOLARS,

(IN ORDER OF MERIT),

CHRISTMAS, 1859.

I.—MALES.

FIRST CLASS SCHOLARSHIP of £23, with a Personal Allowance of £4.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June 1856.

Name of Candidate	Name of School
Green, John	Lancaster, St. Mary's R. C. S.
Cullen, James	Liverpool, St. Thomas and St. William's R. C. S.
Hayes, Patrick	Wapping, Red Lion Street R. C. S.
Connellan, Patrick	Glasgow, St. John's R. C. S.

SECOND CLASS SCHOLARSHIP of £23.—No Personal Allowance.

Everard Lawrence	
Cunningham, Patrick	St. George in-the-East, St. Mary and St. Michael's R. C. S.
Green, Daniel	Commercial Road, St. Patrick and St. Augustine's R. C. S.
Allwell, James	Poplar R. C. S.
Calshawe, Robert	Spinkhill R. C. S.
McGovern, John	Bristol, St. Nicholas' R. C. S.
Gallagher, James	St. Helens, Lowe House R. C. S.
Mc Aleer, Daniel	Coatbridge, St. Patrick's R. C. S.
Mc Grorty, John	Glasgow, St. John's R. C. S.
Mahoney, Richard	Bristol, St. Nicholas' R. C. S.
Bagnall, Joseph	Cobridge, St. Peter's R. C. S.
Groves, Alfred	Brighton, St. Mary's R. C. S.
Bannen, Henry	Coatbridge, St. Patrick's R. C. S.
Fitzpatrick, Hugh	Edinburgh, St. Andrew's R. C. S.
Mc Hardy, Alexander	Aberdeen, St. Peter's R. C. S.
Noblett, William	Garstang R. C. S.
O'Neal, Michael	
Donovan, Francis	Bristol, St. Mary's R. C. S.
Ferguson, William	Preston, St. Wilfred's R. C. S.
Callan, Thomas	Preston, Upper Walker street R. C. S.
Gallagher, William	Coatbridge, St. Patrick's R. C. S.
Shea, William	Poplar R. C. S.
Hill, James	Edinburgh, St. Andrew's R. C. S.
Morrain Edward	
Price, Richard	Fulham, St. Thomas' R. C. S.
Tracy, Patrick	

II.—FEMALES.

First Class Scholarship of £17, with a Personal Allowance of £3.

Drury, Elizabeth	
Duffy, Ellen	Blandford Square R. C. S.
Hall, Agnes	Brighton, St. Mary's R. C. S.
Dunn, Catherine	
O'Connor, Helen	Liverpool, St. Anthony's R. C. S.
Doran, Margaret	Liverpool, St. Nicholas' R. C. S.
M'Carten, Teresa	Birmingham, St. Chad's R. C. S.
Crudis, Elizabeth	Newcastle, St. Andrew's R. C. S.
Rooney, Teresa	Edinburgh, St. Mary's, Market Street R. C. S.
Horn, Anne	Preston, The Talbot R. C. S.
M'Nally, Mary	Liverpool, St. Oswald's R. C. S.
Shearman, Mary J.	Nottingham, St. Mary's R. C. S
Roberts, Anne	Ashton in-Makerfield R. C. S.
Barker, Fanny	Nottingham, St. Mary's R. C. S.
Chisnall, Elizabeth	Liverpool, St. Frances' R. C. S.
Byrne, Elizabeth	Soho, Greek Street R. C. S.
Glynn, Honora	

Second Class Scholarship of £17.—No Personal Allowance.

Kelly, Betsy	Liverpool, St. Mary's R. C. S.
Rickarby, Eliza	Liverpool, St. Nicholas' R. C. S.
Smith, Agnes H.	Preston, St. Wilfred's R. C. S.
McArdle, Mary A.	Liverpool, St. Peter's R. C. S.
McVicar, Elizabeth	St. Leonard's-on-Sea, St. Mary's R. C. S.
Wood, Fanny	York, St. Mary's R. C. S.
Loveridge, Mary A.	Bristol, Pennywell Road, St. Nicholas' R. C. S.
Gaunt, Elizabeth	Liverpool, St. Francis's R. C. S.
Fitton, Honora	Commercial Rd., St. Patrick and St. Augustine's R.C.S
Coller, Emma	
Wilson, Isabella	Newcastle-on-Tyne, St. Andrew's R. C. S.
Armstrong, Jane	Hexham R. C. S.
Brown, Mary	Coatbridge, St. Patrick's R. C. S.
Smyth, Ellen	
Murphy, Elizabeth	Newcastle-on-Tyne, St. Andrew's R.C.S.
Cockshott, Olivia	Hurst Green R. C. S.
Critchley, Mary A.	Preston, St. Augustine's R. C. S.
Smith, Julia A.	Dufour's Place, R. C. S.
Curran, Mary	Liverpool, St. Nicholas's R. C. S.
Daly, Elizabeth	Liverpool, St. Mary's R. C. S.
Green, Bridget	Commercial Rd., St. Patrick and St. Augustine's R.C.S.
Taafe, Anne	St. Helen's, Lowe House R. C. S.
Duffy, Betsy	Litherland R. C. S.
Judge, Mary A.	
Donelly, Alice	Liverpool, St. Nicholas' R. C. S.
McCurdy Catherine	
Tierney, Elizabeth	Wigan, St. John's R. C. S.
Harris, Caroline	
Hoey, Isabella	Edinburgh, St. Mary's Market Street Infant R. C. S.
Landsdown, Jane	Bath R. C. S.
Whittle, Elizabeth	Preston, St. Augustine's R. C. S.
Arthur, Anne	
Bamford, Sarah A.	Townley Infant R. C. S.

Males. First Year

GENERAL EXAMINATION
OF
TRAINING SCHOOLS.

CHRISTMAS, 1859.

THE HISTORY, CHRONOLOGY, AND GEOGRAPHY OF THE BIBLE.

THE GOSPEL ACCORDING TO ST. MATTHEW.

Three hours allowed for this Paper.

SECTION I.

1. Draw a plan of Jerusalem, or describe the relative position of the parts of the city.

2. Draw a map of the course of the Jordan, and describe the present general aspect of the country through which it flows.

3. Draw a map of Asia Minor and Syria, marking in it all the places which are prominently mentioned in the New Testament.

SECTION II.

1. Give an account of the political events of the reign of King Solomon.

2. Arrange, chronologically, the wars between the Jews and the great Empires of the East; giving a short account of each.

3. Make a table to shew in what reigns the Prophets wrote. Give some examples to shew the importance of this historical connexion for explaining the prophetical books.

SECTION III.

1. When and how did the Romans obtain the supremacy of Judea? and what was the nature of the authority they exercised in the time of our Lord?

2. What were the chief duties of the high priest?

3. Quote sayings of our Lord from St. Matthew's Gospel, (1) against hypocrisy; (2) against self-indulgence; (3) against distrust of God's care of us; (4) about forgiveness of injuries. In each case give the context and connexion.

SECTION IV.

1. For whom, in the first instance, was the Gospel of St. Matthew written? Detail the evidence, historical or internal, for your assertion.

2. Give an analysis of the Sermon on the Mount. Illustrate each part by quotations from the Epistle of St. James.

3. Quote the parable of the Labourers hired at different hours into the Vineyard. Compare it with the parable of the Talents. In what respects are the lessons taught by these parables similar in their character? and in what points do they differ?

SECTION V.

1. Give a short historical account of Jericho and Cæsarea Philippi.

2. In what respects does the account of our Lord's temptation, as given by St. Matthew, differ from that account which is given by St. Luke?

3. Draw up a table of the quotations made by our Lord from the Old Testament, in his arguments with the Jews (as recorded in the Gospel of St. Matthew), and classify them.

SECTION VI.

Write out as nearly as you can, in St. Matthew's words, *one* of the following subjects; and then write notes for a collective lesson to your first and second classes on it.

1. The Parable of the Tares,
2. The Parable of the Ten Virgins,

Or, 3. Our Lord's triumphal entry into Jerusalem.

SECTION VII.

Give the connexion of each of these passages, and explain them as to your Pupil Teachers:—

"Wisdom is justified of her children."

"He charged them that they should not make Him known."

"By thy words thou shalt be justified."

"All things whatsoever ye shall ask in prayer, believing, ye shall receive."

"For the elect's sake, those days shall be shortened."

"Wheresoever the carcase is there will the eagles be gathered together."

Males. First Year.

CATHECHISM, LITURGY, AND CHURCH HISTORY OF THE FIFTEENTH AND SIXTEENTH CENTURIES.

Three hours allowed for this Paper.

SECTION I.

1. Write out the two Collects which are appointed to be said constantly at Morning Prayer after the Collect for the day, and explain any expressions in them which you think children of more than 10 years might not clearly understand.

2. How would you explain to children the following words in the Morning and Evening Prayer:—'affiance,' 'quick,' 'kindly,' 'to beat down Satan under our feet,' 'privy conspiracy,' 'thy saving health,' 'shawms,' 'a sober life?'

3. Explain, for children who can say the Apostles' Creed, the phrases "He descended into Hell," and the "Communion of Saints."

SECTION II.

1. What are the various events commemorated on the Feast of the Epiphany?

2. What arguments have been drawn from the New Testament for the use of a precomposed form of Prayer?

3. Explain the meaning of the word Liturgy. What changes have taken place in its use?

Why is the Doxology, at the end of the Lord's Prayer, not inserted in the Litany Service?

When have the chief alterations in our Liturgy been made?

SECTION III.

1. Write notes for a lesson on the 4th Commandment. Point out very briefly the difference between the Jewish and Christian obligations with respect to a Sabbath, quoting all that Our Lord himself has taught on this subject.

SECTION IV.

1. Write out the answer to the question in the Catechism "Who gave you this name?" with the passages of Holy Scripture generally given to prove the latter part of it.

2. Illustrate the doctrine of the Catechism about the Sacrament of the Lord's Supper from the Bible, so as to shew clearly the consistency between the Catechism and the teaching of our Lord and the Apostles.

SECTION V.

1. Give a short life of Wycliffe, with dates.

2. What is meant by "The Supremacy"? By what arguments did the Reformers justify the transference of The Supremacy from the Pope to the King?

3. Give an account of the Act of the Six Articles, and of the persecutions that took place under its authority.

SECTION VI.

1. What is the history of the book called 'Cranmer's Catechism,' published in 1548? Give some account of it.

2. Give a short account of Ridley, Bishop of London. Quote the last words spoken to him by Bishop Latimer.

3. What is the literal meaning of the word *Martyr*? Give some of the principal contexts of scripture from which its modern signification is derived. Wherein, exactly, consists the value of Martyrdom as a test of truth? Apply your answer, in detail, to the evidence of Christianity.

Males Students. First Year.—Scotland.

CATECHISM AND CHURCH HISTORY.

Three Hours allowed for this Paper.

SECTION I.

1. Relate the circumstances that led to the convocation of the Westminster Assembly of Divines.

2. Name the commissioners from Scotland who were sent to that Assembly: and state how, and when, the Shorter Catechism was approved as one of the standards of the Church of Scotland.

SECTION II.

1. Paraphrase the answer to the question, "What is the chief end of man:" and explain, fully, the sense of the term "glorify;" giving the Scripture proofs for each part of the answer.

2. What is the sum of the Commandments that

contain our duty to God; and the sum of those that contain our duty to man; quoting the proofs from Scripture?

SECTION III.

1. To what question in the Shorter Catechism do you refer the Scripture text, "A new heart also will I give you, and a new spirit will I put within you?" giving other texts applicable to the same question.

2. By what commandments, respectively, is the vice of indolence forbidden, and the virtue of humility required?—quoting the Scripture proofs.

SECTION IV.

1. Paraphrase the answer to the question, "What do we pray for in the second petition?"

2. Write the notes of a lesson to an advanced class upon the fifth Commandment.

SECTION V.

1. Give a summary account of the abuses, in point of doctrine, which brought about the Reformation.

2. State the circumstances that mainly determined the Presbyterian form of church government, in Scotland; and a few of the particulars contained in the First Book of Discipline.

3. Give an account of the life and character of George Wishart, the Scottish Reformer.

4. Describe shortly the rise and progress of the Reformation in Spain.

5. Give some account of the doctrine, character, and conduct of the Puritans.

Males. First Year.

ENGLISH GRAMMAR.

Three hours allowed for this Paper.

Every Candidate is required to write out the paraphrase, and do the parsing. Besides this, he is to choose one question in each of the other sections.

SECTION I.

Paraphrase *one* of the following passages:—

"The creation by writ, or the king's *letter*, is a summons *to attend* the House of Peers by the style and title of that barony *which* the king is pleased to confer; *that* by patent is a royal grant to a subject of *any* dignity

and degree of peerage. The creation *by* writ is the more ancient way; but a man is not ennobled *thereby unless* he actually *take* his seat in the House of Lords; and *some* are of opinion that *there* must be *at least* two writs of summons, and a sitting in two distinct parliaments, *to evidence* an hereditary barony: and therefore the most *usual*, because the surest, way is to grant the dignity by patent, which enures to a man and his heirs, *according* to the limitations thereof, *though* he never himself *makes* use of *it*."

Blackstone, of the Civil State.

Or,

"The speculations of the natural philosopher, *however remote* they may, *for* a time, lead him from beaten tracks and *every-day* uses, *being* grounded in the realities of nature, have *all of* necessity a practical application,—*nay more*, *such* applications form the *very* criteria of *their* truth, they afford the readiest and completest verifications of *his* theories;—*verifications* which he will *no more* neglect to test them *by than* an arithmetician would omit to prove his sums, or a cautious geometer to try his general theorems by particular cases. After *all*, however, *it* must be confessed, *that to* minds unacquainted with science, and unused to consider the mutual dependencies of its various branches, *there* is something neither unnatural nor blamable in the ready occurrence of this question of direct advantage."

Sir J. Herschel: Discourse on the Study of Nat. Phil.

Or, (in Scotland),

"In *one* view, the barons regarded this attendance *as* their principal privilege; in *another*, as a grievous burden. *That* no momentous affair could be transacted without their consent and advice *was* in *general* esteemed the great security of their possessions and dignities; but *as* they reaped *no* immediate profit from their attendance at court, and were exposed to great inconvenience and charge by an absence from their *own* estates, *every* one was glad to exempt *himself* from *each* particular exertion of this power; and *was* pleased *both* that the call for that duty should *seldom* return upon him, and *that* others should undergo the burden in his stead: the king, *on* the other hand, was usually anxious, for *several* reasons, *that* the assembly of the barons should be full at *every* stated or casual meeting."

Hume: Hist. of England. App. II.

SECTION II.

Parse the words in italics in the passage you have selected for paraphrase in the preceding section.

SECTION III.

1. Select from the passage you have paraphrased words that exemplify the following grammatical terms—*inflected, uninflected — regular, irregular — concord — government.* Explain each example, as to a class.

2. From the same passage find examples shewing—

(*a*). That a sentence may be the nominative case of a verb.

(*b*). That pronouns save the repetition of nouns.

(*c*). The difference between an *adverb, preposition,* and *conjunction.*

(*d*). Pronouns, *personal, possessive, demonstrative, relative.*

SECTION IV.

1. Make as copious a list as you can of words which have the same root as *one* of the following words, giving the meaning in each case:—

Finish, concede, creed, motion, dispose.

2. Give the derivation of the words—parliament, summons, style, patent, criterion, advantage, reality, track, general, profit, baron, burden.

3. Each of the following nouns has four or more distinct meanings; give them:—

match, mortar, key, host, foil, court, box, bar, sound.

SECTION V.

1. Draw up notes for a lesson to Pupil Teachers, on the comparison of adjectives, shewing them how they are to teach this subject to a class.

2. Explain, as for boys, the difference between transitive and intransitive verbs: and give examples of verbs which are sometimes transitive and sometimes intransitive.

SECTION VI.

1. In how many ways can you parse the word *what?* Make examples to illustrate your distinctions.

2. Give instances of mistakes made by children in the use of the words *neither, nor, than.* Is this latter word always parsed as the same part of speech? Explain the difficulty.

3. Describe briefly the means by which you would impart *the first elements* of grammar to children.

At what stage in their progress should you commence this part of their instruction?

How should you measure your success with the older scholars?

Males. First Year.

GEOGRAPHY.

Three hours allowed for this Paper.

SECTION I.

Describe, *in words*, the boundaries, the mountain chains, the river systems, of

1. Scotland,
2. Russia in Europe and Asia,

Or, 3. The Chinese Empire.

SECTON II.

Describe, *in words*, the coast line of

1. Asia, from Aden to Singapore,
2. The Mediterranean,

Or, 3. Describe the physical features of the great central Table land of Asia.

SECTION III.

Draw an outline map of

1. The Scandinavian Peninsula,
2. Asia,

Or, 3. The British possessions in Asia.

SECTION IV.

1. Mention the chief articles of trade with India.
2. Give a short history of our trade with China.
3. What is the nature of the commerce of Central Asia? How is it carried on? What commercial relations have we with the Levant?

SECTION V.

1. Write notes, and describe the illustrations needed, for a lesson on Ceylon.
2. Make notes for a lesson on the different kinds of government of countries in Asia.
3. Draw up a table of the divisions of Asia, mentioning their name, extent, religion, supposed population, chief towns, articles of export.

SECTION VI.

State how you would treat one of the following passages, considered as a reading lesson; and be careful

to draw all such illustrations as you would either show or put on the black board.

1. "The distribution of the different kinds of grain with which the earth is blessed, follows the general rule of adaptation to the health of mankind: of this rice is an instance. It is of a drier nature and less subject to fermentation than wheat or barley, and therefore more fitted for the food of inhabitants of hot countries. We may also notice maize or Indian corn, the qualities of which, in some measure, resemble those of rice. The cultivation of this grain occupies a large portion of the population of the East, particularly in China, India, and Sumatra; large quantities are also grown in Italy, Spain, and Piedmont, and in some parts of America, particularly South Carolina."

Irish Suppl. to Bk. IV., p. 192.

2. "The most powerful of all currents is that known by the name of the Gulf Stream. This issues from the Gulf of Mexico, where the water becomes heated as in other inland seas of warm latitudes, and so a continual current of warm water flows through the Straits of Bahama, in a north-easterly direction, at the rate of three or four miles. Its speed diminishes as it proceeds farther north, and it is finally lost near the shores of Newfoundland, where it meets the great polar current. The Gulf Stream retains considerable warmth for a great part of its course, and is thought to be one of the causes which render the climate of our western shores more mild than that of the eastern."

S. P. C. K. Reading Book IV., p. 335.

3. "There are also periodical trade winds called monsoons, which change their course every half-year. This variation is produced by the earth's annual course round the sun, when the north pole is inclined towards that luminary one half of the year, and the south pole the other half. During the summer of the northern hemisphere, the countries of Arabia, Persia, India, China, are much heated, and reflect great quantities of the sun's rays into the atmosphere, by which it becomes extremely rarefied, and the equilibrium is consequently destroyed. In order to restore it, the air from the equatorial southern regions, where it is colder (as well as from the colder northern parts), must necessarily have a motion towards those parts."

M'Culloch's Course of Reading, p. 241.

Males. First Year.

ENGLISH HISTORY.

Three hours allowed for this Paper.

SECTION I.

Give an account of—

1. The reigns of the Danish Kings.

2. The reign of William the Conqueror, specially describing the treatment of the Saxon nobles and people.

3. Describe the dominions of Henry II., shewing how he acquired each part of them. How long were they united together?

SECTION II.

Relate—

1. The reign and exploits of Richard Cœur-de-Lion.

2. The particulars of the contest between King John and Pope Innocent III.

3. The wars with the Barons in the reign of Henry III.

SECTION III.

Relate—

1. The war with France in the reign of Edward III.

2. The events of the reign of Edward IV.

3. In what way could Henry VII. connect himself by descent with William the Conqueror?

SECTION IV.

1. How was the progress of the Reformation in England connected with the question of Henry VIII.'s divorce? Give full particulars.

2. Give a sketch of Queen Elizabeth's foreign policy, with special reference to the spread of the Reformation.

3. Mention the chief battles, with names of commanders, dates, and results, in the civil wars in the reign of Charles I. and the Commonwealth.

4. Sketch the campaigns of the Duke of Marlborough. What was the object of the war against Louis XIV?

SECTION V.

1. Give a short account, with dates, of the different

attempts made by the Stuart family to regain the English throne.

2. A short account of the exploits of Clive in India.

3. The chief events of the War of Independence in North America.

SECTION VI.

Write notes upon *one* of the following passages considered as a reading lesson, and when maps would be necessary as illustrations, draw them.

1. "The Rights which constitute the birthright of Britons are principally—the right of personal security, of personal liberty, and of private property. They are asserted first by the Great Charter obtained, sword in hand, from King John, and afterwards confirmed in Parliament by Henry III. Next by a multitude of corroborating statutes, and after a long interval by the Petition of Right, the Habeas Corpus Act, and the Bill of Rights. And lastly, these liberties were again asserted in the same Act (the Act of Settlement) that limits the Crown to the present Royal Family."

M'Culloch's Course of Reading, p. 258.

2. "While the inventions of spinning, weaving, and steam power were being made at home in the reign of George III., our countrymen were busily engaged in exploring unknown lands and seas. The king took great interest in these expeditions of discovery, and especially in the labours of Captain Cook, who made his three famous voyages between 1768 and 1779. Other voyagers were exploring the northernmost parts of America, and twenty thousand pounds were promised by Act of Parliament to any one who should find a northern passage from the Atlantic to the Pacific Ocean."

S. P. C. K. Reading Series, Eng. Hist. p. 286.

3. "The most remarkable, as well as the most important, feature of the fifteenth century was the discovery of America by Columbus, by which discovery a new world, that had been hid from the inhabitants of that portion of the globe which we have hitherto been contemplating, was unfolded to their wondering gaze, and opened to their spirit of discovery and enterprize—opened, also, alas! to their cupidity and cruelty. Other explorers succeeded Columbus, and European settlers were found in many parts of that great continent."

Irish, B. V., p. 202.

Males. First Year.—Scotland.

BRITISH HISTORY.

Three Hours allowed for this Paper.

SECTION I.

1. Give an account of the reign of William the Conqueror, specially describing the treatment of the Saxon nobles and people.

2. Name the Scottish monarchs of the house of Stuart, in their order, till the accession of Queen Mary. Mention a leading event in the reign of each, and state the manner of his death.

3. Assign events to the following dates:—A. D. 80—120—565—1138—1286—1291—1297—1305—1314—1346—1411—1513—1545.

SECTION II.

Relate—

1. The exploits of William Wallace. Was it personal jealousy alone that prevented the Barons from supporting him? Give reasons for your answer.

2. The particulars of the contest between King John and Pope Innocent III.

3. The wars with the Barons in the reign of Henry III.

SECTION III.

1. Relate the war between France and England in the reign of Edward III.

2. Give an account of the origin and progress of the alliance between France and Scotland, with facts shewing its closeness and popularity. What ultimately rendered it unpopular?

3. In what way could Henry VII. connect himself by descent with William the Conqueror?

SECTION IV.

1. How was the progress of the Reformation in England connected with the question of Henry VIII.'s divorce? Give full particulars.

2. Give a sketch of Queen Elizabeth's foreign policy, with special reference to the spread of the Reformation.

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1. Give a short account, with dates, of the different attempts made by the Stuart family to regain the English throne.

2. A short account of the exploits of Clive in India.

3. The chief events of the War of Independence in North America.

SECTION VI.

Write notes upon *one* of the following passages, considered as a reading lesson;—and where maps would be necessary, as illustrations, draw them:—

1. "The Rights which constitute the birthright of Britons are principally —the right of personal security, of personal liberty, and of private property. They are asserted first by the Great Charter obtained sword in hand, from King John, and afterwards confirmed in Parliament by Henry III. Next by a multitude of corroborating statutes, and after a long interval by the Petition of Right, the Habeas Corpus Act, and the Bill of Rights. And lastly, these liberties were again asserted in the same Act (the Act of Settlement) that limits the Crown to the present Royal Family."

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2. "While the inventions of spinning, weaving, and steam power were being made at home in the reign of George III., our countrymen were busily engaged in exploring unknown lands and seas. The king took great interest in these expeditions of discovery, and especially in the labours of Captain Cook, who made his three famous voyages between 1768 and 1779. Other voyagers were exploring the northernmost parts of America, and twenty thousand pounds were promised by Act of Parliament to any one who should find a northern passage from the Atlantic to the Pacific Ocean."

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3. "The most remarkable, as well as the most important, feature of the fifteenth century, was the dis-

covery of America by Columbus, by which discovery a new world that had been hid from the inhabitants of that portion of the globe which we have hitherto been contemplating, was unfolded to their wondering gaze, and opened to their spirit of discovery and enterprize—opened, also, alas! to their cupidity and cruelty. Other explorers succeeded Columbus, and European settlers were found in many parts of that great continent."

Irish, B. V., p. 202.

Males. First Year.

SCHOOL MANAGEMENT.

Three Hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

SECTION I.

1. What are the advantages of simultaneous reading? What are its disadvantages?

2. Write down directions for a Pupil Teacher who has a very young class learning to read, directing him how to proceed, and what points in the children's reading he should specially attend to.

3. What plans have you seen in successful operation for teaching very young children to read in any school that you may have been connected with?

SECTION II.

1. Analyse the forms of written letters, and state in what order you would teach a class to make them,

separately, and in conjunction with each other. Give also the rules for relative size and distance.

2. What are the best kinds of copy books? What should be the height, slope and breadth, of the writing desk? State the reasons why writing on slates without desks is, if possible to be avoided.

3. Draw up for a Pupil Teacher who has to teach a writing class, full directions about the mode of holding pens, and the position of the body. Tell him what faults in the children's writing he is to watch for, and how he may most effectually and speedily correct them.

SECTION III.

1. Is it a good plan to pass the slates one place to the right or left after a dictation lesson; for each boy to correct his neighbour's work? Why? Give other methods, and the reasons for the one which you prefer.

2. How would you endeavour to ascertain whether every boy in a class understands the words in a short lesson they had read?

3. What means do you intend to employ in your school for the cultivation of memory? What method would combine at once exercise in spelling, writing, memory, and intelligent comprehension?

SECTION IV.

1. Draw up a time table for a mixed school of 100 children, half boys and half girls; the staff being yourself, two male pupil teachers, and a sewing mistress.

2. What is the best way to commence teaching map drawing?

3. What defects have you observed in gallery teaching; (1) as regards the teacher's manner and method; (2) as regards the children?

What remedies do you propose to adopt in your own school?

Males. First Year.

ARITHMETIC.

Every Question is to be worked as a model for the imitation of your first class in working all similar Questions. A correct result not obtained by a clear method will be considered of no value.

Three hours allowed for this Paper.

SECTION I.

1. Add $\frac{5}{8}$ of $\frac{9}{7}$ to $\frac{3}{11}$ of $\frac{50}{63}$; multiply the sum by the difference between $\frac{2}{3}$ and $\frac{189}{203}$; and divide the product by 15 times the difference of $\frac{1}{216}$ and $\frac{1}{394}$.

2. Reduce $\frac{238}{479}$ of £233. 9*s*. 8*d*. to the decimal of £99. 3*s*. 4*d*.

3. What is the side of a square field containing 48 acres, 10 poles, $22\frac{1}{2}$ square yards, and 4 square feet?

SECTION II.

1. If 7 cwt. 3 qrs. 26 lbs. cost £41. 18*s*. $1\frac{1}{2}$*d*., what is that per cwt.?

2. The following bill was paid by a certain number of persons contributing £1. 16*s*. 7*d*. each; how many were there?—23 articles at £9. 2*s*. 11*d*. per score; 54 at 11*s*. 8*d*. per score; 37 at 12*s*. 6*d*. per dozen; 15 at $4\frac{1}{2}$*d*. each; and 11 at $7\frac{1}{4}$*d*. each.

3. A person taking a 1st class and a 2nd class ticket from A to B, pays 13*s*., what did he pay for each, if the 1st and 2nd class fares from A to C are 2*s*. 7*d*. and 1*s*. 9*d*. respectively—and the fares are proportional to the distance?

SECTION III.

1. The interest on a certain sum lent for 85 days at £4. 6*s*. 8*d*. per cent. per annum, is £3. 13*s*. 8*d*., what was the principal?

2. If the 3 per cents. are at $92\frac{1}{8}$, at what price should the 4 per cents. be to pay the same interest on a given investment? And if I invest £1000. in each, what will be the aggregate amount (stock) which I shall possess?

3. A borrows a sum of money from B at $3\frac{1}{2}$ per cent., B borrows the money from C at $3\frac{1}{3}$ per cent. for 7 months in order to lend it to A; A repays B the sum with interest before the 7 months are expired; and when B repays C, he finds he has neither gained nor lost any thing. For how long did A require the money?

SECTION IV.

1. Two casks, containing each 8 gallons of two fluids A and B, are mixed in this manner: a gallon is taken out of each and put back into the other. This is repeated 4 times; how much of the fluid (A) is there now in the first cask?

2. A square whose side = 500 feet, has a circular garden within it 400 feet in diameter, what will it cost to pave the part outside the garden at 2*s*. per square yard?

3. From a cylinder, height 12 feet, diameter 3 feet, a portion is cut off by a plane passing through a tangent line of its upper circular end, and making an elliptic section whose longer axis is 5 feet; find the portion of the solid content which is left, and its weight if its specific gravity = 7.145.

SECTION V.

1. Show how to multiply 3.14159 by 7.84567, when the result is required to be accurate to 5 places of decimals only, with the least number of figures.

2. Give a clear explanation, from first principles, of the fact, that a fraction is not altered by multiplying both its numerator and denominator by the same number.

3. Explain, as for a Pupil Teacher, the rules for pointing in extracting square root and cube root: including the case of decimal fractions.

Males. First Year.

EUCLID.

Three hours allowed for this Paper.

SECTION I.

1. The angles at the base of an isosceles triangle are equal to each other; and if the equal sides be produced, the angles on the other side of the base shall be equal.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them of the other; the base of that which has the greater angle, shall be greater than the base of the other.

3. Describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given rectilineal angle.

SECTION II.

1. If a straight line be bisected and produced to any

point, the square of the whole line thus produced, and the square of the part of it produced, are together double of the square of half the line bisected, and of the square of the line made up of the half and the part produced.

2. The angles in the same segment of a circle are equal to one another.

3. Upon a given straight line describe a segment of a circle, which shall contain an angle, equal to a given rectilineal angle.

SECTION III.

1. If from a point without a circle two straight lines be drawn, one of which cuts the circle, and the other touches it; the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, shall be equal to the square of the line which touches it.

2. Describe a square about a given circle.

3. Describe an isosceles triangle, having each of the angles at the base double of the third angle.

SECTION IV.

1. Show how to dissect the figure of Book I., Prop. 47, in order to prove by superposition that the square of the side opposite the right angle is equal to the sum of the squares on the side containing it.

2. Take a quadrant of a circle; on each of its bounding radii describe a semicircle within the quadrant, and show that the space common to the two semicircles is equal to the space which is exterior to them both.

3. What proposition in the First Book proves that the tie beam in a ridged roof makes the structure rigid? Give a full explanation.

SECTION V.

1. In the second proposition of the First Book, if the given point be in the given straight line, draw the figure. Explain clearly, for a learner, the necessity of this proposition.

2. Draw up an analysis of the Third Book. What is a *converse* proposition? Point out some propositions in this Book, of which the converse is true, although Euclid has not proved the converse. And give instances of propositions whose converse is not universally true.

Males. First Year.

ALGEBRA.

Three hours allowed for this Paper.

SECTION I.

1. From the sum of $7a^3c - 8c^3a + 3bc^3 - 5ab^2$
$$3c^3a - 7a^3 + 55b^3 - 7ab^3,$$
$$-4b^3c - 11c^3 + 3c^3b + 12a^3b,$$
take away
$$ac(3a + 4c) - bc(4b - 3c) + ab(3b - 4a)$$
$$-5(a^3 + b^3 + c^3);$$
and find the value of the remainder when
$$a = 0,\ b = 1,\ c = 2.$$

2. Multiply $ac(b - a) + ab(c - a)$ by
$$a(b^2 - c^2) - b(a^2 - c^2);$$
and find the value of the product when $b = c = 4a$.

3. Divide
$$97a^3b^3 - 55a^4 + 62a^2b - 58a^3 - 13b^4 - 88ab^3$$
$$+ 152b^3 - 158ab + 221 \text{ by } 7ab - 13 + b^2 - 5a^2.$$

SECTION II.

1. Reduce to its simplest form
$$\frac{x^3 - xy}{x^3 + y^3} \times \left(\frac{x}{x - y} - \frac{y}{x + y}\right) \times \frac{x^2 - y^2}{x^2 + xy} \times \left(1 - \frac{x^2 - y^2}{x^2 + y^2}\right)$$

2. Find the greatest common measure of
$$15x^4 - 19x^3y - 22x^2y^2 + 51xy^3 - 27y^4, \text{ and}$$
$$21x^3 + 4x^2y - 44xy^2 + 39y^3.$$

3. Show that the cube of
$$\left(-\frac{r}{2} + \sqrt{\frac{r^2}{4} + \frac{q^3}{27}}\right)^{\frac{1}{3}} + \left(-\frac{r}{2} - \sqrt{\frac{r^2}{4} + \frac{q^3}{27}}\right)^{\frac{1}{3}}$$
which may be represented by x) is $-r - qx$.

SECTION III.

Solve *one* of the following:—

1. $$\frac{x + 3\frac{1}{2}}{9} - \frac{5x - 24}{27} = \frac{13x + 5}{15} - 6\tfrac{1}{3}.$$

2. $$\left\{\begin{array}{l} \dfrac{3x + 7y}{23} - \dfrac{y - x}{2} = \dfrac{2y}{11} - \dfrac{x}{5} \\[2ex] 1\tfrac{25}{63} + \tfrac{11}{4}\left(\dfrac{x}{7} - \dfrac{y}{9}\right) = \dfrac{11x - 5y}{17} \end{array}\right\}.$$

Or,

3. $$\left\{\begin{array}{l} 3y^2 - x^2 = 6(2x - y) \\ x - y = 2. \end{array}\right.$$

SECTION IV.

1. What fraction is that which is equal to $\frac{1}{2}$ *or* $\frac{1}{3}$, according as its numerator and denominator are both of them increased or both of them diminished by 2?

2. If a number of two digits is 7 times the sum of its digits; 4 times that number is always 7 times the number formed by reversing the order of the digits. Prove this.

3. A ship starts from A to B touching at C: she has 100 persons on board, and provisions for 40 days, and expects to be three times as long going from A to C, as from C to B. After 24 days, sailing with contrary winds, all are put on half rations till they reach C. Here they land 10 passengers, and the rest have full rations from C to B, performing this distance in the appointed time. What was the length of the whole voyage?

SECTION V.

1. How would you explain to a beginner the possibility of independent negative quantities?

2. How would you show to your Pupil Teachers, that in the process of finding the greatest common measure, the introduction of independent factors does not affect the final result?

3. How would your knowledge of Algebra help you to explain the true meaning of each step in the process of extracting the square root of a number. Write out such explanation for a boy who can only do Arithmetic.

SECTION VI.

Draw up notes for a first lesson on 'Simple Equations.'

Males. First and Second Year.

MUSIC.

Three hours allowed for this Paper.

1.—The Questions in Division II. are not to be attempted by any *Candidate of the First Year* who has not answered one Question in each of the preceding Sections. No such Candidate may answer more than *two* of the Questions in Division II.

2.—Candidates of the Second Year, and Teachers in charge of Schools, may not answer more than *six Questions*, but may choose them from any part of the Paper.

DIVISION I.

SECTION I.

I. (1.) Write down on the Treble Staff four notes following each other by these intervals, "tone, tone, semitone"; by these, "tone, tone, tone"; by these, "tone, semitone, tone"; by these, "semitone, tone, tone." (2.) Tell the number of degrees between the first line and third space of the staff; between second space and fifth line; between second line and fourth space.

II. (1.) Write a passage of six bars in $\frac{3}{8}$ time, varying the notes in the different bars. (2.) Do the same, introducing dots and rests, and commencing on an unaccented part of the bar.

III. (1.) Write down three different sets of notes which express the duration of eight quavers.

SECTION II.

I. (1.) *Name*, on the Treble Staff, the second, fifth, and seventh notes in each of the scales of D, B, E♭ and G♭. (2.) *Write*, on the Bass Staff, the first, fourth, and sixth notes in each of the scales of B♭, A♭, and E.

II. (1.) Write the signatures of the Major Scales with sharps, on the Alto Staff. (2.) Write the signatures of the Major Scales with flats, on the Tenor Staff.

III. (1.) *Write down* the order of accidental sharps in the Minor Scales with sharps, naming the scales in which these occur. (2.) *Name*, in their order, the seventh and eighth notes of the Minor Scales with flats.

SECTION III.

I. (1.) *Name* the intervals on the following staff,

reckoning (1) from the first note, and (2) from each note in succession. (2.) Write down on the staff, and give the names of, the inversions of the intervals exhibited in the same exercise.

II. (1.) Give two rules for determining the Key of a melody. (2.) Determine the Key in each of the following passages.

III. Transpose the following into the Key of B.

DIVISION II.

I. Write the *names* of the intervals which form the Major and the Minor Scales.

II. (1) What sounds, in the Key of C Major, form the triads upon the Tonic, Dominant, and Subdominant; and (2) what triads are found upon the sixth and third degrees?

III. (1) Is there a diminished triad in C Major? Wherein does a diminished triad differ from Major and Minor triads. (3) Does the diminished triad always fall on the same interval of the Scale? (4) What interval is that?

IV. Fill in the chords of the following exercise on the Common Chord and its Inversions.

V. Fill in the chords of the following exercises on the Dominant Seventh and its Inversions.

VI. Fill in the notes of the accompanying exercise on Discords of Suspension.

VII. Supply the melody as well as the inner parts to the following exercises on cadences, naming each cadence.

VIII. Analyse the following modulations, and insert the appropriate figuring.

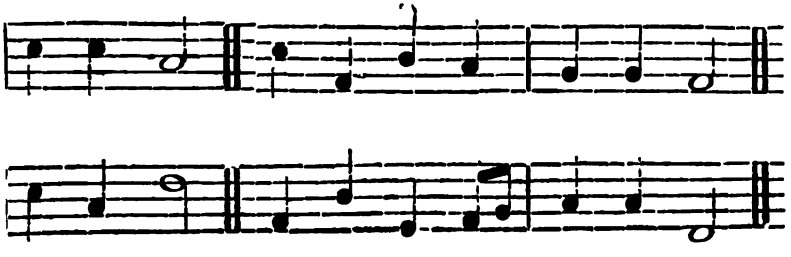
IX. Write the following example, first, in close harmony; secondly, in extended harmony.

X. Harmonize the 100th Psalm on the four following separate staves in the various clefs.

XI. Fill in the chords of the following exercises on the dominant chord of the ninth.

XII. In the annexed progression, suspend (1) the highest part; (2) the second; (3) the highest and second together, in succession; and figure the results.

XIII. Add the inner parts of the following chorale in florid harmony.



Male Candidates. First Year.

LATIN.

Three hours allowed for this Paper.

SECTION I.

1. Decline *classis* throughout.

2. Decline in the plural *gener*, *genus*, and *genu*.

3. Put down the accusative singular of *turris*, *sitis*, the accusative plural of *iter*, *animal*, *carcer*, the genitive singular of *robur*, *quies*, *Ceres*, *domus*. State the rules under which each noun falls, or to which it is a recognized exception.

SECTION II.

1. What are the most general rules for determining the genders of Latin nouns?

Give the genders of these nouns: *flos*, *sermo*, *arbor*, *fraus*, *apex*, *ignis*, *virtus*.

2. Decline through all genders, and in both numbers, *purus*, *sacer*, *levis*, *felix*.

3. What adjectives form their comparative in *entior*? Give the degrees of comparison of *pulcher*, *vetus*, *durus*, *similis*, and parse *plurimus*, *minimus*, *pessimus*, *intimus*, *propius*.

SECTION III.

1. How many conjugations do you make of Latin verbs? and what are the characteristics of each? Give the present tense of the infinitive mood, in the passive voice, of *amo*, *rego*, *eo*.

2. Construe the following passages, and parse each word in them:—

(*a*) Homo sum, humani nihil a me alienum puto.

(*b*) Veni, vidi, vici.

(*c*) Neque fronte lupus quemquam, neque dente petit (*attacks*) bos.

3. Decline, in both numbers, *ego*, *tu*, *is*, *ille*, *qui*.

SECTION IV.

1. Give the Latin words with which the following English words are connected:—

letter—summons—style—dignity—peerage—hereditary—patent—limitation.

speculation—track—reality—neglect—cautious—science—question.

momentous—affair—transact—general—possession—immediate—absence—particular—casual.

2. Write out as complete a list as you can of the Latin prepositions, with an example in each case to show the government.

3. Give the Latin equivalent of the following words:—

and—as—so—while—until—because—therefore—now—never—always—sometimes—well—ill—backwards—again—but—than—how—whosoever.

SECTION V.

1. Translate into Latin—

He is rich who has so much property
Sum dives qui (esse *with dat.*) tantus possessio
that he desires nothing more.
opto nihil amplior.

2. What advantage do you expect to reap from knowing the Latin Grammar in teaching boys to parse English?

3. Compare the conjugation of an English regular active verb with a corresponding Latin one, and point out the chief points of dissimilarity.

Males.

WELSH.

Three hours allowed for this Paper.

1. Translate into English—

"Fel hyn y dywed yr Arglwydd, Pa le y mae llythyr ysgar eich mam, trwy yr hwn y gollyngais hi ymaith? neu pwy o'm dyledwyr y gwerthais chwi iddo? wele, am eich anwireddau yr ymwerthasoch, ac am eich camweddau y gollyngwyd ymaith eich mam. Pa ham, pan ddaethum, nad oedd neb i'm derbyn? pan elwais, nad attebodd neb? Gan gwtogi a gwtogodd fy llaw, fel na allai ymwared? neu onid oes ynof nerth i achub? wele, a'm cerydd y sychaff y môr, gwnaethum yr afonydd yn ddiffeithwch; eu pysgod a ddrewant o eisiau dwfr, ac a fyddant feirw o syched."

2. Translate into Welsh—

"The first records of the nation carry us back to that state of society in which all literature is com-

prised under the one characteristic head of poetry, and all literary genius centres in one person, the minstrel, who equally composed and sang. Life itself and the language of life were in those early ages essentially poetic: man lived and acted according to his impulses and passions; he was unacquainted with the business-like movements and feelings of more civilized existence: and when he was not occupied in imitating the famous deeds of his forefathers, he listened to the words of the minstrel who celebrated them."

3. What are the mutable consonants? Show the changes they can undergo, in a tabular form; and exemplify from the passage at the head of this paper.

4. Enumerate the adjectives that take a plural form to agree with substantives.

5. Conjugate the verb MYNED (to go.)

6. Make a list of auxiliary verbs: and also of the principal defective verbs—with examples of their use.

7. What are the principal rules of syntax relating to the position of a verb in a sentence: and also to the use of the infinitive mood?

Males.

GAELIC.

Three hours allowed for this Paper.

1. *Translate into English, as closely as idiom will allow.*

NA GAIDHEIL A' DOL A STIGH DO'N CHATH.

'Sann an sud a bha' ghriobhag,
Le luaidh ghrad, lannaibh biorach,
'S claidhibh sgaiteach 'gan iomairt,
Le dream chalma gu'n tioma:
'Chaidh siol Alba gu'n ghiorag,
Anns an t-searbh-chath air mhireadh,
'Réubadh chorp is 'gan liodairt,
Is 'gam fàgail 'san ionad gu'n dèo!

2. *Parse the last four lines of the above passage, and show the constructions.*

3. *Translate into Gaelic—*

Many movements take place in the universe independent of any will but that of God. The sap ascends the tree, the planets revolve round the sun, the moon waxes and wanes in her quarters, the stars rise and set in the

heavens, the tides flow and ebb upon the shore, and nature walks in God's statutes, keeping his judgments, and doing them, moved to obedience by no will but his.

4. *Translate and show the difference between—*
   (*a*) Am bheil dad agad air na Gaidheil? *and*
   (*b*) Am bheil dad agad mu na Gaidheil?

5. *Translate—*
   (*a*) Fhir mo chridhe, thug thu dhiom e.
   (*b*) Chaidh an là leat.

6. *Show the double meaning of—*
   Cha tig piseach air duine a bheir cat thar allt.

7. *Write the genitive or possessive singular and plural of* fear, bean, each, cearc, cù.

8. *Translate into idiomatic Gaelic—*
   (*a*) What is the matter with you to-day, James?
   (*b*) Attend to me to whom you ought to be obedient.
   (*c*) I paid ready money for the horse.
   (*d*) The generation to come.
   (*e*) King William the Fourth.
   (*f*) Good luck to you.

9. Give two or more examples of Gaelic idiom used by Highlanders in speaking English; show the source of the error and give the correct English.

Males. Second Year.

ACTS OF THE APOSTLES. THE EPISTLE TO THE HEBREWS.

Three hours allowed for this Paper.

SECTION I.

1. Give, as much as possible in the words of the Bible, the defence of Peter and John, when they were before the Council (Acts iv). Explain the quotation as you would to children.

2. Quote Gamaliel's advice to the Council (Acts v. 35—39), and explain the historical circumstances to which he alludes.

3. Relate the circumstances which brought together the apostles in consultation at Jerusalem (c. xv.) and quote the letter which they thereupon wrote to the brethren.

SECTION II.

1. Enumerate the instances recorded in the Acts, of the first preachers of the Gospel being taken before heathen magistrates. What were the accusations brought against them on these occasions?

2. Give an account of the uproar at Ephesus. Explain such words and circumstances as are likely to give inadequate ideas to children.

3. Collect together out of the New Testament all that is known of Timothy. What other facts are probably true in his history?

SECTION III.

Write such notes on the following passage as will show how you would treat it, supposing it to have been just read by your first class.

ACTS XIV. 11—18.

"And when the people saw what Paul had done, they lifted up their voices, saying in the speech of Lycaonia, The gods are come down to us in the likeness of men. And they called Barnabas, Jupiter; and Paul, Mercurius, because he was the chief speaker. Then the priest of Jupiter, which was before their city, brought oxen and garlands unto the gates, and would have done sacrifice with the people. Which when the Apostles, Barnabas and Paul, heard of, they rent their clothes, and ran in among the people crying out, and

saying, Sirs, why do ye these things? We also are men of like passions with you, and preach unto you, that ye should turn from these vanities unto the living God, which made heaven and earth, and the sea, and all things that are therein. Who in times past suffered all nations to walk in their own ways. Nevertheless, he left not himself without witness, in that he did good, and gave us rain from heaven, and fruitful seasons, filling our hearts with food and gladness. And with these sayings scarce restrained they the people, that they had not done sacrifice unto them."

SECTION IV.

1. In what respects is it shewn in the Epistle to the Hebrews that the Gospel Covenant is superior to the Jewish?

2. Explain clearly the arguments by which the writer of this Epistle arrives at the conclusion:—

"There remaineth therefore a rest for the people of God." What is this 'rest?'

3. In what points was it necessary to show that Christ was a priest after the order of Melchisedek, and not after the order of Aaron? Place in contrast the distinction between these two orders of priesthood.

SECTION V.

1. Heb. vii. 18, 19. "For there is verily a disannulling of the commandment going before for the weakness and unprofitableness thereof. For the law made nothing perfect, but the bringing in of a better hope did, by the which we draw nigh unto God." Explain these verses.

2. Heb. x. 1, 2, 3. "For the law having a shadow of good things to come, and not the very image of the things, can never with those sacrifices which they offered year by year continually make the comers thereunto perfect. For then would they not have ceased to be offered? because that the worshippers once purged should have had no more conscience of sins. But in those sacrifices there is a remembrance again made of sins every year." Explain and illustrate this passage.

3. Quote and explain the references made directly to those parts of the ceremonies of Jewish sacrifice which are fulfilled by our Lord: (1) as a priest, (2) as the sacrifice.

SECTION VI.

1. Explain, as for your pupil teachers, "Ministering Spirits," "Reconciliation," "Some when they had heard, did provoke; howbeit, not all that came out of Egypt," "The word of God is quick," "He himself also is compassed with infirmity," "And was heard in that he feared," "The power of an endless life."—Quote the context in each case. Give the definition of faith in c. xi. and explain it.

2. Write notes for a collective lesson to your first class on the following passage:—Heb. ix. 16,

"For where a testament is, there must also of necessity be the death of the testator.

"For a testament is of force after men are dead; otherwise it is of no force at all while the testator liveth."

Quote the six verses which follow.

SECTION VII.

1. Select any verses you can recollect in the XIth chapter which require special explanation, and explain the following verses (xi. 39, 40)—"And these all, having obtained a good report through faith, received not the promise: God having provided some better thing for us, that they without us should not be made perfect."

2. Prepare notes for a lesson to shew the extent to which Christianity had spread, when the inspired records were completed.

Males. Second Year.

THE HISTORY OF THE CHURCH TO THE COUNCIL OF CHALCEDON.

Three hours allowed for this Paper.

SECTION I.

1. What do we learn from the New Testament of 'Spiritual Pastors' having different offices?

2. What were the Apostolical Churches? How long is it probable that miraculous powers lasted in the Church?

3. What do you suppose to have been meant by the 'gift of tongues?' What was its object? Quote the verses of Scripture which you can recollect, which speak of this gift.

SECTION II.

1. What is meant by 'Grecians' in the New Testament? What was Cornelius before his baptism? What evidence is there of the spread of the Jewish nation when Christianity was first preached?

2. What was, generally speaking, the social condition of the first converts to Christianity? Quote any statements made by our Lord, or by his Apostles, upon this subject. Can you mention any of the early converts, who form exceptions in this respect to the rest?

3. What reasons may be supposed to have influenced the Roman Emperors in persecuting the Christians? What false accusations were made against them? And how did they defend themselves?

SECTION III.

1. Give some account of the progress of Christianity in Africa, and mention the names and positions of persons of eminence in the African Church.

2. What were the chief controversies that arose between the African and Roman Churches?

3. Write a short history of Cyprian, Bishop of Carthage.

SECTION IV.

1. Give an account of the persecution under Decius.

2. What were the opinions which divided the Church on the subject of Martyrdom, and avoiding persecution?

3. Relate the proceedings against Paul of Samosata. Give any other remarkable instance you recollect of the interference of the civil power in early ages in ecclesiastical controversies.

SECTION V.

1. Give an account of Origen and his writings.

2. What were the Nestorian and Eutychian heresies?

3. What corruptions of primitive faith and practice had shewn themselves in the Christian Church before the end of the fourth century, as far as we can gather from *the Rites* of the Church?

SECTION VI.

What were the chief decrees of the Council of Chalcedon? Give the canon enacted by this Council

which is against the supremacy of the Bishop of Rome. Give a summary of the decisions by the first four General Councils on fundamental articles of the Christian faith.

Males. Second Year.

ENGLISH GRAMMAR AND COMPOSITION.

Three Hours allowed for this Paper.

The first and third Sections refer to the Seventh Book of Milton's "Paradise Lost."

The second and fourth to Shakespeare's play of "Hamlet."

You must confine yourself to *one* of these authors.

Your paper will not be read over unless it contains a paraphrase of *one* of the passages (including the parsing of the words in italics in the same passage.)

You may take the other questions for answering at your discretion from any of the Sections, but you must *not attempt to answer more than six questions* (exclusively of the paraphrase and parsing). You are advised to confine yourself, as far as possible, to the questions arising upon your paraphrase.

SECTION I.

MILTON PAR. LOST, B. VII.

"For of celestial bodies *first* the sun
A mighty *sphere* he framed, unlightsome *first*,
Though of ethereal mould: then formed the moon
Globose, and every magnitude of stars,
And sowed with stars the heaven, *thick* as a field. 5
Of light by *far* the greater part he took,
Transplanted from her cloudy shrine, and placed
In the sun's orb, made porous to receive
And drink the liquid light; *firm* to retain
Her gathered beams, great *palace* now of light. 10
Hither, as to their fountain, other stars
Repairing, in their golden urns draw light,
And hence the morning planet gilds her horns;
By tincture or reflection they augment
Their small peculiar, though from human sight 15
So far remote, with diminution *seen*."

1. Paraphrase this passage.

2. Parse the words printed in italics, and explain fully their construction with the rest of the sentence.

3. Make notes on the words 'unlightsome,' 'ethereal,' 'globose,' 'sowed,' 'shrine,' 'tincture,' 'peculiar.'

4. Analyse the last six lines.

SECTION II.

SHAKESPEARE. (*Hamlet*).

"The single and peculiar life is *bound*,
With all the strength and armour of the mind,
To keep *itself* from noyance; but much *more*
That spirit upon *whose* weal depend and rest
The lives of *many*. The cease of majesty 5
Dies not *alone*; but *like* a gulf, *doth* draw
What's near it, with it: it is a massy wheel,
Fixed on the summit of the highest mount,
To whose huge spokes ten thousand lesser things
Are mortised, and adjoined; *which* when it falls 10
Each small annexment, petty *consequence*,
Attends the boisterous ruin."

1. Paraphrase this passage.

2. Parse the words in italics, explaining the construction of each with the rest of the sentence.

3. Analyse the passage from "The cease of majesty," in line 5, to the end.

4. Give a sketch of the character of Polonius, quoting as much of the original as you can.

SECTION III.

MILTON.

"Meanwhile the tepid caves, and fens, and shores,
Their brood *as* numerous hatched, from the egg *that* soon
Bursting with kindly rupture *forth disclosed*
Their callow young; but feathered soon and *fledge*
They summed their pens; and, soaring the *air sublime*, 5
With clang despised the ground, under a cloud
In prospect; *there* the Eagle and the Stork
On cliffs and cedar tops their eyries build;
Part loosely wing the region, part more wise
In common, ranged in figure wedge their way, 10
Intelligent of seasons, and *set* forth
Their aery caravan, *high* over seas
Flying, and over lands, with mutual wing
Easing their flight; *so* steers the prudent Crane
Her annual voyage, *borne* on winds: the air 15
Floats *as* they pass, *fanned* with unnumbered plumes"

1. Paraphrase this passage.

2. Parse the words printed in italics, and explain their construction with the rest of the sentence.

3. Analyse the passage beginning "Meanwhile," and ending "In prospect."

4. Make notes on the words "tepid," "brood," "kindly," "forth," "callow," "fledge," "summed," "pens," "clang," "eyries," "mutual," "borne."

Explain fully "under a cloud in prospect," and "part more wise in common."

5. Quote the passages in which the following words occur in the 7th Book, explaining any allusion, or verbal or grammatical difficulty:—"The Thracian bard in Rhodope." "Then founded, then conglobed like things to like." "And bush with frizzled hair implicit." "Yet oft they quit the dank." "Joined in her popular tribes of commonalty." "All sounds on fret by string or golden wire."

SECTION IV.

SHAKESPEARE. (*Hamlet*).

"There lives *within* the *very* flame of love
A kind of wick, or snuff, *that* will abate *it*;
And nothing is at a *like* goodness *still*,
For goodness, growing to a plurisy,
Dies in his *own too-much*. That we *would* do,
We should do when we would; for *this would* changes,
And *hath* abatements and delays *as many*
As there are tongues, are hands, are accidents;
And then *this should* is like a spendthrift sigh,
That hurts by easing."

1. Paraphrase this passage.

2. Parse the words printed in italics, and explain their construction with the rest of the sentence.

3. Analyse the passage.

4. Explain the following words which occur in this play: "*recorder*," to "*shend*," "*arras*," "*hent*," "*gyve*," "*sliver*," "*shard*," "*crant*," "*cataplasm*," "*nonce*," "*loggats*," "*quiddits*."

5. Enumerate the characters in "Hamlet." Where is the scene laid? Whence did Shakespeare probably derive the circumstances? Describe the plot briefly.

SECTION V.

1. Define an adverbial sentence. Make a classification of adverbial sentences of cause and effect: illustrating by examples chosen from the passages of Milton and Shakespeare given in this paper.

2. Give examples of the contraction of compound sentences.

3. When teaching children to parse, what method would you adopt for the compound tenses? Give your reasons.

Males. Second Year.

GEOGRAPHY.

Three Hours allowed for this Paper.

SECTION I.

Draw a map of

1. The West Indian islands,
2. The British possessions in N. America,

Or, 3. Australia and its neighbouring settlements.

SECTION II.

1. Draw or describe the river system of British India.

2. Give an account of Ceylon, its physical features, and its exports.

3. Whence does Great Britain draw its supplies of corn? Give full particulars as to the period, value, and mode of transmission from the producing country to English ports.

SECTION III.

1. Give an account of the trade in wool, or of the cotton trade?

2. Sketch the history of British Settlements in South Africa, and mention their chief natural productions.

3. Mention all the places from which we import silk, hides, sugar, tallow, flax, wine, tobacco, timber, coffee—and the ports from which and into which the goods come.

SECTION IV.

1. What are the British possessions in Europe? Give a short account of the time and manner of their coming under British rule.

2. Enumerate British possessions in North America. Describe the way in which they are respectively governed, and their chief commercial products?

3. What are the chief fields of enterprize for intending emigrants, and what circumstances should decide the choice of a colony?

SECTION V.

1. Describe clearly for a first class, the cause of the change in the seasons.

2. Explain why the Moon is in our latitude occasionally nearer to the zenith, than the Sun can ever be.

3. Give an account of the progress of the tide wave round the shores of Great Britain? Why are there two tides in 24 hours?

SECTION VI.

Write notes, and draw maps and diagrams to show how you would treat *one* of the following passages considered as a reading lesson for your first class.

The tea leaf was first imported into Europe by the Dutch East India Company in the early part of the seventeenth century; but it was not until the year 1666 that a small quantity was brought over from Holland to this country by the Lords Arlington and Ossory. The tea plant is a native of China or Japan, and probably of both. It has been used among the natives of the former country from time immemorial. It is only in a particular tract of the Chinese Empire that the plant is cultivated; and this tract, which is situated on the eastern side between the 30th and 33rd degrees of north latitude, is distinguished by the natives as the tea country.

Brit. and For. Daily Lesson Book III., p. 142.

The situation of Britain and the adjoining coasts on the one side of the Atlantic, closely resembles that of Newfoundland, and the adjacent shore on the other; the peninsula of Spain resembles that of Florida; the coast of Upper Guinea that of Brazil; and the shores of Africa those of South America. The Baltic and Northern Seas correspond to Baffin's and Hudson's Bays; the Mediterranean Sea to the Gulf of Mexico. With respect to the Austro-Oriental Basin, I have only one singular fact to mention,—it is surrounded or nearly so with a chain of mountains, steep towards the sea, and sloping toward the landward side. It commences with Table mountain in the south of Africa, proceeds to Behrings Straits, and thence through America southward to Cape Horn.

Mc Culloch, p. 112-113.

The islands of the Archipelago are much like Greece in their climate and productions. Some of them are rocky and barren; Corfu, Cephalonia, and Zante in the Ionian Sea, abound in figs, olives, grapes, and other fruits and flowers. Great quantities of the dried figs

and raisins we use come from the Greek islands; and much of our salad oil is made from the olives cultivated there. The other chief productions are grocer's currants. Most of the inhabitants of the Ionian islands are Greeks, but they once belonged to Italy, and have still many Italian settlers among them. They are under the protection of the British Government.

Irish Book IV. p. 107.

Males. Second Year.

HISTORY.

Three Hours allowed for this Paper.

You are not permitted to answer Questions in more than one Section.

SECTION I.

SAXON PERIOD.

1. Give an account of the Roman occupation of Great Britain:—what present traces are there of Roman dominion?

2. Relate the events which led to the settlement in England of Saxon princes.

3. Give a history of Ethelbert, king of Kent, who died in 616.

4. What was the extent of the kingdom of Mercia, and who were its most notable kings?

5. A sketch of the life of Dunstan, *or* Earl Godwin.

6. Give some account of Saxon Laws relating to crimes against the person, and against property.

7. Explain the terms "hundreds," "tythings," "law of frank pledge," "Danegelt."

8. Mention the characteristic differences in the social life of England during the century before, and the century after, the Norman Conquest.

SECTION II.

FEUDAL PERIOD.

1. Describe the way in which William I. treated his Anglo-Saxon subjects: giving instances.

2. The reign of Henry I.—his quarrel with Anselm—and full particulars of its cause.

3. The conquest of Ireland in the reign of Henry II.

4. Give an account of the "Provisions of Oxford," and the grievances which led to this usurpation of the barons.

5. A sketch of the wars with Scotland under the first three Edwards.

6. Trace the gradual progress of the authority of Parliament to the time of Henry VI.

7. Give the dates, causes and results of the following treaties:—Peace of Bretigni, Peace of Troyes, the Mise of Lewes; and of the following battles: Neville's Cross, Towton, Tenchebraye, Evesham, Bouvines, Falkirk, Tewkesbury, Methuen, Otterbourn, Bramham-Moor. (All to be placed in chronological order.)

SECTION III.

FROM 1485 TO 1649.

1. On what grounds could Margaret of Burgundy expect success in her intrigues against Henry VII.? Give an account of the battles of Stoke, and Blackheath.

2. What was the conduct of the Court of Rome, in the matter of the Divorce of Catherine of Aragon; with what important interests was that matter involved, independently of the legal question?

3. Sketch the foreign policy of Queen Elizabeth.

4. On what facts has the charge of insincerity been supported against Charles I.?

5. Trace the gradual rise of the Puritans as a political party.

6. Shew that the Parliament had acquired considerable increase of power in the reigns of Edward VI. and Queen Mary.

7. Sketch the character and life of *one* of the following persons; Thomas Cromwell, Protector Somerset, Lord Burleigh, Strafford.

SECTION IV.

FROM 1649 TO 1714.

1. Describe Cromwell's foreign policy.

2. Give an account of the proceedings against Magdalen College in the reign of James II.

3. Give a full account of the Declaration of Rights, and of the assembly by whom it was drawn up.

4. Can a royal pardon free from impeachment by the House of Commons? Refer to the cases when this has been discussed.

5. Give the history of the rise and growth of the National Debt.

6. Give an account of the negotiation, and the substance of the Treaty of Ryswick.

7. Relate the events of the war of the Spanish succession. By what treaty was it terminated, and on what conditions?

SECTION V.

FROM 1714 TO 1815.

1. What was the object of the South Sea Act of 1717; and what was the result of that measure?

2. What was the object of the Quadruple Alliance? How long did it last?

3. Give an account of the Conquest of Canada.

4. What arguments were used for and against taxing colonists in America?

5. Enumerate the chief naval victories of Rodney, Howe, Jervis, and Nelson.

6. What led to the Peace of Amiens, and why did it not last?

7. Give a brief account of the changes of Administration, which took place in England between 1800 and 1814.

8. Sketch the public career of Sir R. Walpole, Lord Chatham, or Charles James Fox.

Males. Second Year.—Scotland.

HISTORY.

Three Hours allowed for this Paper.

You are not permitted to answer Questions in more than one Section.

SECTION I.

SAXON PERIOD.

1. Give an account of the Roman occupation of Great Britain—what present traces are there of Roman dominion?

2. Relate the events which led to the settlement in England of Saxon princes.

3. Give a sketch of the life of Columba, and of the form of Church government which he introduced.

4. What was the extent of the kingdom of Mercia, and who were its most notable kings?

5. Show how Scotland was affected by the Roman Conquest of England.

6. Give some account of Saxon Laws relating to crimes against the person, and against property.

7. Explain the terms "hundreds, "tythings," "law of frank pledge," "Danegelt."

SECTION II.

FEUDAL PERIOD.

1. Describe the way in which William I. treated his Anglo-Saxon subjects: giving instances.

2. The reign of Henry I.—his quarrel with Anselm —and full particulars of its cause.

3. Give an account of the Battle of the Standard. State what events led to it; what turned the fortune of the day; and why the immediate results were great or small, as the case may be.

4. Give an account of the "Provisions of Oxford," and the grievances which led to this usurpation of the Barons.

5. Give an account of the Question of Homage, claimed by kings of England from those of Scotland; and illustrate your answer by known facts.

6. Trace the gradual progress of the authority of Parliament to the time of Henry VI.

7. Give the dates, causes and results of the following treaties:—Peace of Bretigni, Peace of Troyes, the Mise of Lewes; and of the following battles: Neville's Cross, Towton, Tenchebraye, Evesham, Bouvines, Falkirk, Tewkesbury, Methven, Otterbourn, Bramham-Moor. (All to be placed in chronological order.)

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3. Sketch the foreign policy of Queen Elizabeth.

4. On what facts has the charge of insincerity been supported against Charles I.?

5. Relate the circumstances under which the Solemn League and Covenant was drawn up and adopted.

6. Shew that the Parliament had acquired considerable increase of power in the reigns of Edward VI. and Queen Mary.

7. Sketch the character and life of *one* of the following persons:—Thomas Cromwell, Protector Somerset, The Marquis of Montrose, *or* Strafford.

SECTION IV.

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2. Give a full account of the Declaration of Rights, and of the assembly by whom it was drawn up.

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4. Can a royal pardon free from impeachment by the House of Commons? Refer to the cases when this has been discussed.

5. Give the history of the rise and growth of the National Debt.

6. State the principal conditions of the union between England and Scotland; the difficulties that had to be overcome; and how this was accomplished.

7. Relate the events of the war of the Spanish succession. By what treaty was it terminated, and on what conditions?

SECTION V.

FROM 1714 TO 1815.

1. What was the object of the South Sea Act of 1717; and what was the result of that measure?

2. What was the object of the Quadruple Alliance? How long did it last?

3. Give an account of the Conquest of Canada.

4. What arguments were used for and against taxing colonists in America?

5. Give a brief account of the circumstances and events connected with the attempts of the Stuarts to recover the throne of Great Britain.

6. What led to the peace of Amiens, and why did it not last?

7. Give a brief account of the changes of Administration which took place in England between 1800 and 1814.

8. Sketch the public career of Sir R. Walpole, Lord Chatham, or Charles James Fox.

Males. Second Year.

SCHOOL MANAGEMENT.

Three Hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

SECTION I.

State distinctly how you obtain from the Registers :–

(1.) The average number present for the week.

(2.) The number who have been present at all during the week.

(3.) The average number of days attended by each child present at all.

Explain why each of these numbers is wanted, and any check on the working with which you are acquainted.

SECTION II.

The following is the heading of the Table in which the annual return of Scholars for a Capitation Grant has to be made.

State exactly from which of your Registers, and in what manner, you would collect the particulars.

Number.	NAME OF SCHOLAR. No one is to be entered who has not attended 176 whole days (Morning AND Afternoon) in the course of the year, exclusively of Sundays. N.B Two attendances on different days may be reckoned as one day.	No. of whole days (exclusive of Sundays) attended in School by each Child named in the first column, during the year ending the First day of 186	Total Amount actually paid in School Fees by each Child named in the first column during the same year £ s. d.	Age Years	Age Months

SECTION III.

1. What is the proper use to be made of the Black Board? Shew by a diagram how you would place the teacher and the Board in the best positions when a lesson is being given to a class.

2. What is the proper use of Parallel Desks? Supposing that you had none in your school-room, what reasons would you assign to the Managers for recommending them to be provided.

SECTION IV.

1. What subjects, and what number of children are most suitable in Gallery Lessons? Mention the defects of Teachers' manner and method, which you have noticed in Gallery Lessons, and state how they are best avoided?

2. You are requested by the Managers of your School to draw up a List of Books for daily use, and common school apparatus—Do this.

(Suppose the School to consist of 120 boys under 12 years of age.)

SECTION V.

What considerations must guide a schoolmaster in drawing up a time table? Prepare a time table for—

1. A mixed school of 100 children, from six years to ten, (*a*) in a town (*b*) in an agricultural district. In the latter, make provision for winter and summer.

2. A school of 150 boys from seven years to twelve, in a manufacturing town, the fifty eldest children being half timers.

3. A school of 300 boys from seven years to eleven, in a town where the majority of the parents are very fairly provided for, and the boys generally remain at school until 12, and a few until 14.

In each case, the school to have pupil teachers in a ratio not exceeding one to forty scholars.

SECTION VI.

Write a short theme on Discipline, dwelling particularly on the best way to secure order in school time, and on the punishments that may beneficially be employed to correct faults of different kinds in your scholars.

Males. Second Year.

ARITHMETIC.

Books of Logarithmic Tables are allowed to be used with this Paper, provided they contain no introductory treatise on logarithms.

Three hours allowed for this Paper.

SECTION I.

1. Prove that multiplication, and division of numbers, correspond to addition or subtraction of the logarithms of the numbers.

2. Given $l_{10}2$, and $l_{10}3$, find the logarithms of

$$4.86,\ .0135,\ 3\sqrt[7]{\tfrac{3}{10}},\ \text{and}\ 5.\dot{9}2\dot{5}.$$

3. Calculate, by logarithms,

$$\frac{(2.005)\times(.0003)^{\frac{1}{2}}}{\sqrt[3]{13}+\sqrt[4]{21}},\ \text{and}\ \sqrt[6]{.0006}.$$

SECTION II.

1. Explain the formation and use of the tables of proportional parts given in some tables of logarithms.

2. Solve the equations

$$\left.\begin{cases} 4^x - 9^y = 295 \\ 2^x - 3^y = 5 \end{cases}\right\}.$$

3. To what base is -5 the logarithm of 32768?

SECTION III.

1. Find the amount of £184. 10*s*. 6*d*. at the end of 7 years, 4 months, when the interest ($4\frac{1}{8}$ per cent. per annum) is paid half yearly.

2. A has £100. due to him 3 years hence. C has £110. due to him 4 years hence. Reckoning interest at $4\frac{3}{4}$ per cent., what is the *present* difference between their properties?

SECTION IV.

1. What is the rate per cent., if a sum doubles itself in 17 years, at compound interest?

2. What ought a person to pay, who proposes now to purchase the reversion of an annuity of £930. per annum? (It will begin 15 years hence, and last 7 years, the interest being reckoned at 6 per cent).

Eventually, a fine of £2000. was taken—at what rate was the interest in the last case?

SECTION V.

1. Prove the rule for finding the characteristic of the logarithm of a number in the decimal system. What other systems of logs. have been used—and how can you pass from one system to another?

2. Why are there no logarithms for negative quantities?

3. If 8798 represent a number in a scale whose radix is 11, how would you find its logarithm in that scale?

Males. Second Year.

PHYSICAL SCIENCE.

Three Hours allowed for this Paper.

SECTION I.

1. What is *flexibility?* What is the *neutral axis?* Why are hollow cylinders employed instead of solid ones for mechanical supports?

2. What are the most simple illustrations of the law of crystallization?

3. What is the nature of friction? Give instances of friction as a *useful* resistance, and as a consumer of useful force. What laws of friction are you acquainted with?

SECTION II.

1. What is *conduction* of heat? Shew that a knowledge of its laws is essential to our comfort and daily convenience.

2. What are the laws of reflection, refraction, and double refraction of light?

3. Give instances to shew that electricity can be elicited from many substances which are about us.

SECTION III.

1. What is meant by the combining measure of a gas; and what is the law of gaseous volumes? Give the combining measures, atomic weights, and symbols for hydrochloric acid, carbonic acid, phosphorus, ammonia, nitric oxide and sulphur.

2. Put down all the simple compounds of oxygen and nitrogen. How is nitric acid made?

3. What are the properties of olefiant-gas? What is there peculiar in its symbol?

SECTION IV.

1. Put down the compounds of phosphorus and oxygen. Shew how to make CaO, PO.

2. Mention the chief properties of chlorine. How would you use it as a disinfectant?

3. What are the tests for the soluble metallic iodides?

SECTION V.

Give short heads for a lesson on

1. The manufacture of steel.
2. The effects of bad drainage.

Or, 3. Utilisation of sewage.

SECTION VI.

1. Describe the principle of the thermometer; shew how to make one, and to graduate it?

2. Describe the construction of the common astronomical telescope, and shew how vision takes place through it, and the image is magnified.

3. Describe the construction of Daniell's cell. Explain its action and the changes which take place during that action.

Males. Second Year.

MECHANICS.

Three Hours allowed for this Paper.

SECTION I.

1. When men are raising a long ladder against a house, explain how they do it, and give reasons.

2. How is a capstan worked? Draw one, and explain the mechanical effect.

3. Draw a common vice, and shew how the mechanical powers are employed in it?

SECTION II.

1. Which facilitate the motion of a carriage most, large wheels or small wheels, and why?

2. Explain the mechanism of a common lock.

3. Enumerate the ordinary tools required by a carpenter; sketch them, and mention what is the proper use of each.

SECTION III.

1. When a body falls from rest under the action of gravity, the spaces described in successive seconds are in the ratio of the odd numbers. Prove this.

2. A weight of 12 lbs. drags one of 10 lbs. over a fixed pully. Find the velocity of the centre of gravity at the end of 4 seconds.

3. Prove that the time of oscillation of a simple pendulum varies as the square root of its length, and calculate the length of the seconds pendulum in the latitude of London.

SECTION IV.

1. Explain what is meant by centrifugal force, and give instances from cases of daily occurrence.

2. Shew that centrifugal force in a circle varies as the square of the velocity divided by the radius. Explain fully how the danger arising from centrifugal force is provided for in railway curves.

3. A string which can bear a weight of 20 lbs. without breaking, has a weight of 12 lbs. attached to it: what is the greatest velocity that can be safely given to it, when it is whirled round by the hand in a vertical plane, without breaking the string?

SECTION V.

1. Describe the *Geneva stop, Hunter's differential screw*, or the *Lever Escapement.*

2. Describe methods of converting constant circular motion into variable circular motion, and prove the law which connects the angular velocities of the two pieces.

3. Describe the methods of admitting steam alternately to the sides of a piston working in a cylinder.

SECTION VI.

Make such notes and diagrams as you would require, to explain, to a class of boys, the mechanism of a common watch.

Males. Second Year.

MATHEMATICS.

Books of Trigonometric Tables may be used, provided they contain no treatise on Logarithms or Trigonometry.

Three hours allowed for this Paper.

SECTION I.

1. Triangles which have the same altitude are to one another as their bases.

2. Describe a figure on a given straight line, which shall be similar to a given rectilineal figure.

3. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the rectangles contained by the opposite sides.

SECTION II.

1. Bisect a given triangle by a straight line drawn from a given point in one of its sides.

2. Place the centres of two intersecting circles at such a distance from each other that their common chord shall be equal to their common tangent.

3. If three equal circles have a common point, the other three points of intersection lie in the circumference of a circle equal to either of the first three.

SECTION III.

1. Find a factor which multiplied into $x^{\frac{2}{3}} - y^{\frac{2}{3}}$ shall give a rational product.

2. Find the sum of $1^3 + 2^3 + 3^3 + 4^3 + \ldots + n^3$.

3. In how many ways can a class of 20 boys be arranged in a circle, so that in each fresh arrangement no boy shall have for a right hand neighbour a boy who has been in that position before?

4. Expand, by the Binomial Theorem, $(1 - x)^{-\frac{1}{4}}$, $(1 - x + x^2)^{\frac{2}{3}}$. Find the coefficient of (x^r) in each case.

5. Convert $\frac{213}{252}$ into a continued fraction, and form the successive convergents.

SECTION IV.

1. If $\sin A = .3$, and $\cos B = .8$, find the sines and cosines of $A + B$ and $A - B$.

2. When two sides and an angle opposite to one of them are given, how must you solve the triangle? When is the solution ambiguous?

If ABC be the triangle, and $AB = 2\,BC$, and the angle $CAB = 30^\circ$, is the solution ambiguous?

3. In a right-angled triangle, given the hypothenuse, one side, and the perpendicular from the right angle on the opposite side: solve the triangle.

SECTION V.

1. In a triangle ABC, given

$$AB = 36.23,\ BC = 74.5,$$

and the angle $BAC = 47^\circ\ 34'\ 20''$: find the remaining parts.

2. An irregular four-sided field ABCD has the following measured dimensions, find its area.

DA = 54 yds.; AB = 60 yds.; DB = 80 yds.; angle DBC = 108°, angle BDC = 22° 30′.

3. From the top A of a light-house 68 feet above the level of the sea, two ships, B, C are seen; the angles of depression are respectively 38° 24′ and 53° 38′, and the angular distance between them taken with a sextant is 24° 15′, find the distance from B to C.

SECTION VI.

1. What is the principle of the sextant? Draw a sextant, and show how the principle is applied.

2. A farmer asks you to find out for him the most convenient lines in a sloping field for laying drains. What instruments would you require? and what use would you make of them?

3. Having observed the rate of flow of a river, and its breadth, what else must you know to calculate how much water passes every hour? and how would you obtain and use the requisite data?

Males. Second Year.

ENGLISH LITERATURE.

Three plays of Shakspeare, viz., *King John*, *Tempest*, and *Coriolanus*, with the *First fourteen chapters of the Second Book of Bacon's Advancement of Learning*, and the History of English Literature from Chaucer to Milton inclusive.

You must take care that your answers show that you have read *all* the selected portions.

Three Hours allowed for this Paper.

SECTION I.

Explain four of the following passages, giving the context in each case:—

(*a*) This tiger footed rage when it shall find
The harm of unscanned swiftness will too late
Tie leaden pounds to his heels.

(*b*) The latter end of his commonwealth forgets the beginning.

(*c*) O if thou grant my need
Which only lives but by the death of faith,
That need must needs infer this principle,—
That faith would live again by death of need,

O then tread down my need, and faith mounts up;
Keep my need up, and faith is trodden down.
(*d*) ——The Hector
That was the whip of your bragged progeny.
(*e*) Each putter out on five for one will bring us
Good warrant.
(*f*) England now is left
To tug and scamble, and to part by the teeth
The unowed interest of proud swelling state.
(*g*) he scotched and notched him
Like a carbonado.
(*h*) ——If it were a kybe
Twould put me to my slipper.

SECTION II.

Paraphrase *one* of the following passages:—

1. It is religion that doth make vows kept;
But thou hast sworn against religion;
By what thou swear'st, against the thing thou swear'st;
And mak'st an oath the surety for thy truth
Against an oath: The truth thou art unsure
To swear, swear only not to be forsworn,
Else, what a mockery should it be to swear;
But thou dost swear only to be forsworn,
And most forsworn, to keep what thou dost swear;
Therefore thy latter vows against thy first,
Is in thyself rebellion to thyself.

2. ——Whether 'twas pride
Which out of daily fortune ever taints
The happy man; whether defect of judgment
To fail in the disposing of those chances
Which he was lord of; or whether nature
Not to be other than one thing, not moving
From the casque to the cushion, but commanding peace
Even with the same austerity and garb
As he controlled the war, but, one of these,
(As he hath spices of them all, not all,
For I dare so far free him) made him feared,
So hated, and so banished. But he has a merit
To choke it in the utterance.

3. Here lies your brother,
No better than the earth he lies upon,
If he were that which now he's like: whom I
With this obedient steel, three inches of it,
Can lay to bed for ever: whiles you, doing thus,
To the perpetual wink for aye might put

This ancient morsel, this Sir Prudence, who
Should not upbraid our cause. For all the rest,
They'll take suggestion, as a cat laps milk;
They'll tell the clock to any business that
We say befits the hour.

SECTION III.

1. Analyse this passage:—

You are plebeians
If they be senators: and they are no less,
When, both your voices blended, the greatest taste
Most palates theirs. They choose their magistrate,
And such a one as he, who puts his shall,
His popular shall, against a graver bench
Than ever frowned in Greece! By Jove himself,
It makes the Consuls base: and my soul aches
To know, when two authorities are up,
Neither supreme, how soon confusion
May enter twixt the gap of both, and take
The one by the other.

2. Make notes on the following words used by Shakespeare in these plays:—

Meazels, kam, merely, to atone, to tent, to cog, tilth, bumbard, hest, dowle, fellowly, spleen, neeld.

3. Mention the names of dramatists who preceded Shakespeare, and the plays they have written that are of any note. Is it supposed that Shakespeare made any use of them in his dramas?

SECTION IV.

1. Enumerate all Shakespeare's plays which are founded on ancient history: give a sketch of the plot of one of them.

2. What is the probable date of the *Tempest?* Can you give a convincing proof that it was written later than the *Merchant of Venice?* How would you characterize this play? With what other play of Shakespeare would you compare it?

3. Compare the characters of Constance and Volumnia.

SECTION V.

1. Paraphrase—"I see sometimes the profounder sort of wits, in handling some particular argument will now and then draw a bucket of water out of this well for their present use; but the springhead thereof seemeth to me not to have been visited: being of so

excellent use, both for the disclosing of nature, and the abridgement of art."

2. What does Bacon mean by '*ruminated history*,' '*Poesy parabolical?*' How does he divide *Natural Philosophy?* What does he mean by 'forms?' And what does he say of the invention of 'forms?' What does he include under mixed mathematics?

3. "Almost all the arts and sciences are judged by acts or master pieces (as I may term them) and not by the successes and events." Bacon excepts *two*, what are they? What consequence follows? What remedy does he propose in the case of one of them? And what does he consider the proper objects to be aimed at by its professors?

SECTION VI.

1. Give some examples of the weakness of inductions from particulars.

2. What three divisions does Bacon make of Civil History?

3. Make notes on the following words or phrases which occur in the portion of Bacon's work which has been selected:—

'Mought,' 'holpen,' 'to embase,' 'commutative and distributive justice.' 'I desire it may be conceived that I use the word metaphisique in a differing sense from that that is received.' 'Colliquation.' 'The ways of sapience are not much liable either to particularity or chance.'

SECTION VII.

1. What works have we of Sir Thomas More? Characterize his style.

2. Mention any imitations of Spenser by later poets.

3. Write out a short account of the progress of the English language from Queen Elizabeth to the end of the seventeenth century.

Males. Second Year.

LATIN.

Three hours allowed for this Paper.

SECTION I.

Translate into English—

Cæsar *quod* nec colloquium, *interposita* causa, tolli volebat, neque salutem suam Gallorum *equitatui* com-

mittere audebat; *commodissimum* esse statuit, omnibus *equis Gallis* equitibus detractis, legionarios *eo* milites legionis decimæ *cui quam* maxime confidebat, imponere; ut præsidium *quam* amicissimum, si quid opus *facto* esset, haberet. *Quod* cum *fieret*, non irridicule quidam ex militibus decimæ legionis dixit: *Plus*, quam pollicitus esset, *Cæsarem* facere: *pollicitus* in cohortes prætoriæ loco decimam legionem *habiturum*, nunc ad *equum* rescribere.

SECTION II.

1. Parse (accidence and syntax) the words in italics.

2. Parse the verbs which are in the subjunctive mood in the passage given above, and explain the rules for their government.

SECTION III.

Translate into English—

"Excutior somno, et summi fastigia tecti
Adscensu supero, atque arrectis auribus adsto:
In segetem veluti quum flamma furentibus austris
Incidit, aut rapidus montano flumine torrens
Sternit agros, sternit sata læta, boumque labores, 5
Præcipitesque trahit silvas; stupet inscius alto
Accipiens sonitum saxi de vertice pastor.
Tum vero manifesta fides, Danaumque patescunt
Insidiæ. Iam Deiphobi dedit ampla ruinam,
Vulcano superante, domus; jam proximus ardet 10
Ucalegon; Sigea igni freta lata relucent.
Exoritur clamorque virûm, clangorque tubarum.
Arma amens capio; nec sat rationis in armis.

SECTION IV.

1. Give the rules for the government of

somno
adscensu
flumine
alto
manifesta
Danaum
vulcano
igni
rationis

2. Scan the lines 6, 11, 13, marking all the quantities.

3. Give the first person singular present, the first

person singular perfect, of the indicative mood, and the infinitive of the verbs,

excutior
adsto
incidit
sternit
trahit
stupet
patescunt
ardet
relucent
exoritur

4. Give the participle passive of the two printed in italics. Give the participle of *Exoritur*. Compare it with those two.

SECTION V.

Translate into Latin—

He was not at all disconcerted by the fact that
commoveri res
the soldiers had said they would not obey orders, and
audire dictum
would not carry the standards, for he knew that those
ferre signum scire
whose commands soldiers would not obey—were either generals who had been unfortunate in war, or who had
dux male rem gerere
been convicted of some misdeed.
comperio facinus

SECTION VI.

1. What adjectives in Latin require an ablative after them? Give examples.

2. When does *sum* take a genitive after it? Give examples.

3. What is the rule for forming a comparison? Give examples.

4. Give the rules of construction of the following impersonals—*pertinet, pœnitet, oportet.*

5. What is the difference between the future indicative and the future in *rus?*

6. Do any adverbs in Latin govern nouns? Give examples.

Female Candidates. First Year.

HOLY SCRIPTURE.

Three hours allowed for this Paper.

SECTION I.

GENESIS.

1. Write out all the passages which describe—The creation of man, the effects of the fall, the condition of the earth before the deluge, and the general character of mankind after that event.

2. Name the chief occasions on which sacrifices are recorded to have been offered, and describe minutely the offerings of Noah after the flood, and of Abraham, c. xv.

3. What events are associated with the following names—Enoch, Peleg, Haran, Shinar, Beer-lahai-roi, Zoar, Beersheba, Dothan?

4. Give a complete analysis of one of these portions of the book of Genesis, and write out four or six verses from the portion which you select—

Chap. vi—ix. From, And the Lord said My Spirit.
Chap. xiii, xiv. From, And Abraham went up out of Egypt.
Chap. xxviii—xxx. From, And Isaac called Jacob.
Chap. xxxi—xxxiii. From, And he heard the words of Laban's sons.
Chap. xlvi—xlviii. From, And Israel took his journey.
Chap. xlix. From, And Jacob called unto his sons.

SECTION II.

Name the chief events in *one* of the following periods—

From the Exodus to the last of the Judges.
" Birth of Samuel to death of David.
" Accession of Rehoboam—Ahaziah of Judah.

Give the date at which each period begins and ends.

Describe one of the events which you have named, as nearly as you can in the words of Holy Writ.

SECTION III.

1. Enumerate the chief types of our Lord in the Pentateuch, which are alluded to in the New Testament.

2. Write out the chief passages in Isaiah and the

Psalms, which particularize the sufferings undergone by our Blessed Saviour.

SECTION IV.
GOSPEL OF ST. JOHN.

1. Give a full analysis of one of these portions, and write out a few verses from the portion which you may select—

Chap. v—vii. Beginning, After this there was a feast.
Chap. ix, x. Beginning, And as Jesus passed by.
Chap. xii, xiii. Beginning, And Jesus, six days before the Passover.
Chap. xv, xvi. Beginning, I am the true Vine.

2. Give a clear account of our Lord's discourses bearing upon Regeneration, Spiritual Communion, and the work of the Comforter.

3. On what occasions are the following persons specially named—Andrew, Nathaniel, Philip, Caiaphas, Malchus, Simon Peter?

SECTION V.
ACTS OF THE APOSTLES.

1. Give an account of the persecutions recorded in the first twelve chapters of the Acts, and specially of the conduct of the Apostles when persecuted.

2. Give an account of the events in which Philip the Deacon and Barnabas were concerned.

3. Write out the chief passages which describe the character and conduct of the first Christians.

4. What discourses of St. Peter are recorded in the first twelve chapters? Give an analysis of one of these discourses.

5. Give an account of the first apostolic journey of St. Paul and Barnabas.

Female Candidates. First Year.—Scotland.

RELIGIOUS KNOWLEDGE.

Three hours allowed for this Paper.

SECTION I.
GENESIS.

1. Write out all the passages which describe—The creation of man, the effects of the fall, the condition of the earth before the deluge, and the general character of mankind after that event.

2. Name the chief occasions on which sacrifices are

recorded to have been offered, and describe minutely the offerings of Noah after the flood, and of Abraham, c. xv.

3. Exemplify by events recorded in Genesis, God's attributes, of Providence, Justice, Mercy, readiness to hear prayer, and the unsearchableness of his ways.

4. Give a complete analysis of one of these portions of the book of Genesis, and write out four or six verses from the portion which you select—

Chap. vi—ix. From, And the Lord said My Spirit.
Chap. xiii, xiv. From, And Abraham went up out of Egypt.
Chap. xxviii—xxx. From, And Isaac called Jacob.
Chap. xxxi—xxxiii. From, And he heard the words of Laban's sons.
Chap. xlvi—xlviii. From, And Israel took his journey.
Chap. xlix. From, And Jacob called unto his sons.

SECTION II.

Name the chief events in *one* of the following periods—

From the Exodus to the last of the Judges.
„ Birth of Samuel to death of David.
„ Accession of Rehoboam—Ahaziah of Judah.

Give the date at which each period begins and ends.

Describe one of the events which you have named, as nearly as you can in the words of Holy Writ.

SECTION III.

1. Enumerate the chief types of our Lord in the Pentateuch, which are alluded to in the New Testament.

2. Write out the chief passages in Isaiah and the Psalms, which particularize the sufferings undergone by our Blessed Saviour.

3. Narrate one of the Parables of the Old Testament, and explain its import.

SECTION IV.
GOSPEL OF ST. JOHN.

1. Give a full analysis of one of these portions, and write out a few verses from the portion which you may select—

Chap. v—vii. Beginning, After this there was a feast.
Chap. ix, x. Beginning, And as Jesus passed by.

Chap. xii, xiii. Beginning, And Jesus, six days before the Passover.

Chap. xv, xvi. Beginning, I am the true Vine.

2. Give a clear account of our Lord's discourses bearing upon Regeneration, Spiritual Communion, and the work of the Comforter.

3. Quote the words of our Saviour's exhortation to be more solicitous about eternal than about temporal life.

SECTION V.

ACTS OF THE APOSTLES.

1. Give an account of the persecutions recorded in the first twelve chapters of the Acts, and specially of the conduct of the Apostles when persecuted.

2. Give an account of the preaching of the Gospel to the Gentiles at Antioch.

3. Write out the chief passages which describe the character and conduct of the first Christians.

4. Enumerate the acts and discourses of St. Peter recorded in the first twelve chapters.

5. Give an account of the first apostolic journey of St. Paul and Barnabas.

Female Candidates. First Year.

CATECHISM AND LITURGY.

Three hours allowed for this Paper.

SECTION I.

1. Prepare the notes, or abstract, of a lesson on—

The forgiveness of sins.

Or,

Private prayer.

2. Explain, fully, the first part of the "Duty to your neighbour," with scriptural illustrations.

SECTION II.

1. Give a succinct account of the Daily Service, from the beginning to the Psalms; shewing the connection between the several parts.

2. Prepare an analysis of the Te Deum, or of The Litany.

SECTION III.

1. Write out all the clauses of the Nicene Creed which are not contained in the Apostles' Creed, and give scriptural proofs for each of these clauses.

2. What points are chiefly brought before us in the Collects for the seasons of Advent, Epiphany, and Lent? Quote the passages.

3. What are the first and second morning lessons for Christmas, Epiphany, Good Friday, Easter Day, Whitsunday? Shew the adaptation of these lessons to the seasons.

SECTION IV.

1. Write out *one* of these articles with scriptural proofs:—

Of The Word, or Son of God.
Of the Old Testament.
Of the Justification of Man

Female Candidates. First Year.—Scotland.

SHORTER CATECHISM.

SECTION I.

Quote the answer which intimates the division of the Catechism into two parts, and give the *last* question and answer in the first part, and the *first* question and answer in the second part.

SECTION II.

Write out the answers relating—

1. To the sinfulness and misery of that estate whereunto man fell.

Or, 2. To the humiliation and exaltation of our Redeemer.

(In either case give the proofs from Scripture, and indicate the clauses to which they belong).

SECTION III.

1. Mention the different covenants referred to in the Catechism.

Quote the answers in which they are mentioned, and the different names given to them in the Catechism or in Scripture.

Or, 2. Quote the various answers which speak of the Holy Spirit and his operations on the human mind.

SECTION IV.

Write notes of a lesson on the answer relating to—

1. *Repentance*, explaining the terms '*unto life*', *saving grace*, *apprehension*, *purpose*, '*new* obedience.'

Or, 2. The *priesthood* of Christ, shewing the exact relation of its clauses to each other.

Female Candidates. First Year.

GRAMMAR.

Three hours allowed for this Paper.

SECTION I.

1. Classify the letters, diphthongs, and double consonants in the English alphabet.

2. What parts of speech admit of inflexion in the English language? To what kind of inflexion are they subject respectively?

3. Distinguish between *primary* and *secondary* derivatives; give instances of each, and explain how the latter are formed.

SECTION II.

1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets:—

"Man *scarce* had ris'n, obedient to His call
Who formed him from the dust, his future *grave*,
When he was crowned as never *King* was *since*,
God set the diadem upon his head
And angel choirs attended. Wondering stood
The new-made monarch, while before him *passed*
All happy, and all-perfect in their kind,
The creatures, *summoned* from *their* various *haunts*
To see their sovereign, and *confess* his sway.
Vast was his empire, absolute his *power*,
Or founded only by a law, *whose* force
'*Twas* his *sublimest privilege* to feel
And *own* the *law* of Universal love."

Task, Bk. VI.

2. Express the full meaning of the following passage, in plain prose:—

"*Far* diff'rent there, from all *that* charmed before,
The various *terrors* of that horrid shore;
Those blazing suns that dart a downward ray
And fiercely *shed* intolerable day;
Those poisonous *fields*, with rank luxuriance *crowned*
Where the dark scorpion gathers death *around*;

Where, at *each* step, the stranger fears to wake
The rattling terrors of the vengeful snake;
Where crouching tigers *wait* their hapless *prey*
And savage *men* more murderous *than they*."

Deserted Village.

3. Paraphrase the following passage :—

"*Yet* still, e'en here, content can spread a charm,
Redress the clime, and *all its rage disarm.*
Though *poor* the *peasant's* hut, his *feasts though* small,
He sees his little lot the *lot* of all;
Sees no contiguous palace *rear* its head
To shame the meanness of his humble shed;
No costly lord the sumptuous banquet *deal*
To make him loathe his vegetable meal;
But calm, and *bred* in ignorance and toil,
Each wish *contracting*, fits him to the toil."

Traveller.

SECTION III.

1. Parcel out any one of the above passages into simple sentences.

2. Take one of the above passages and mark in it all the expressions which stand for subjects of sentences; mark also the copula whenever it occurs as a distinct word.

3. Give instances, from the above passages, of (*a*) enlarged subject, (*b*) completion of predicate, (*c*) extension of predicate.

N.B. *The passages are printed again below for the sake of reference.*

SECTION IV.

Parse the words printed in Italics in *one* of the passages given in Section II.*

---

* "Man *scarce* had ris'n, obedient to His call
Who formed him from the dust, his future *grave*,
When he was crowned as never *King* was *since*,
God set the diadem upon his head
And angel choirs attended. Wondering stood
The new-made monarch, while before him *passed*
All happy, and all-perfect in their kind,
The creatures, *summoned* from *their* various *haunts*
To see their sovereign, and *confess* his sway.
Vast was his empire, absolute his *power*,
Or founded only by a law, *whose* force
'*Twas* his *sublimest privilege* to feel
And *own* the *law* of Universal love."

Task, Bk. VI.

SUPPLEMENTARY.

1. Write out, in proper metrical form, with correct punctuation, about ten lines from one of the poems which you have been studying during the past year.

2. What is the difference between a *word* and a *sentence?* Is every collection of words a sentence?

3. From what period does the history of the English language date? Which stage is designated as the "Semi-Saxon," and which the "Middle-English?"

4. Give the etymology of the following words:—"*more*," "*nearer*," "*farther*," "*first*," "*next*," "*whilom*," "*which*."

Female Candidates. First Year.

GEOGRAPHY.

(*Three hours allowed for this Paper.*)

SECTION I.

1. Name the principal heights in each of the groups and ranges of hills in the British Isles. Compare their elevation with that of other mountains in Europe.

2. Name all the rivers which have their source in the Pennine range—the chief towns on the banks of each—and describe the course of one of these rivers.

3. Give a full account of the situation and extent of the chief coal-pits in England, and shew the effects of one of these upon the condition of the population.

"*Far* diff'rent there, from all *that* charmed before,
The various *terrors* of that horrid shore;
Those blazing suns that dart a downward ray
And fiercely *shed* intolerable day;
Those poisonous *fields*, with rank luxuriance *crowned*
Where the dark scorpion gathers death *around;*
Where, at *each* step, the stranger fears to wake
The rattling terrors of the vengeful snake;
Where crouching tigers *wait* their hapless *prey*
And savage *men* more murderous *than they*."

Deserted Village.

"*Yet* still, e'en here, content can spread a charm,
Redress the clime, and *all its rage disarm.*
Though *poor* the *peasant's* hut, his *feasts though* small,
He sees his little lot the *lot* of all;
Sees no contiguous palace *rear* its head
To shame the meanness of his humble shed;
No costly lord the sumptuous banquet *deal*
To make him loathe his vegetable meal;
But calm, and *bred* in ignorance and toil,
Each wish *contracting*, fits him to the toil.'

Traveller.

4. For what are the following places remarkable? Where are they severally situated?—Swansea, Bridport, Boston, St. Albans, Evesham, St. Helier, Merthyr Tydvil, Aberdeen, Stirling and Paisley.

SECTION II.

1. Draw the coast line from the Land's End to the mouth of the Dee, and insert the names of the bays, headlands, and rivers.

2. Draw a map of the six northern counties of England, inserting the names of the rivers, and chief towns.

SECTION III.

1. Draw the coast line of Scotland from Montrose to Berwick, and *also* that of Ireland from the mouth of the Shannon to Cork Harbour.

Or, 2. The county of Argyle, with the adjoining islands.

Or, 3. The Province of Connaught, or of Ulster.

4. A FULL description of one of these portions will be accepted in place of a map.

SECTION IV.

1. Name the principal islands in the Mediterranean; compare the size of the four largest with that of Great Britain, and state to what countries they belong.

2. Where are the following places? For what are they severally remarkable?—Nantes, Toulouse, Valencia, Grenada, Badajoz, Utrecht, Zutphen, Breslau, Magdeburg, Pesth.

3. Name the principal mountains and lakes in Switzerland, and describe the scenery.

4. Name the States of Germany and Italy, and describe fully the physical features, extent, and general condition of one kingdom in each of these countries.

Female Candidetes. First Year.

ENGLISH HISTORY.

Three hours allowed for this Paper.

SECTION I.

1. Name the principal events in two of the following reigns with such dates as you may remember: Ethelred II., Edward the Confessor, William II., Henry II., Edward I., Henry VII., William III.

SECTION II.

1. Describe the character of one or more of these persons: Richard I., Henry III., Henry VII., Sir Walter Raleigh, Lord Bacon, the Queen Consort in the reign of Henry VI., of Charles I., or of George II.

2. Describe the circumstances under which Magna Charta was given. What were its chief provisions?

SECTION III.

1. Give an account of the proceedings of the first Parliament after the accession of Queen Elizabeth.

2. Give an account of the insurrection of the Earls of Northumberland and Westmoreland in the reign of Elizabeth.

3. Give an account of the proceedings against Mary Queen of Scots, and of her death.

SECTION IV.

1. Give a full account of the preparations for the invasion of England by Philip II., and of the defeat of the Armada.

2. Enumerate the principal facts which shew the progress of civilization, and especially of literature, during the reign of Elizabeth.

Female Candidates. First Year.—Scotland.

BRITISH HISTORY.

Three hours allowed for this Paper.

SECTION I.

1. Name the principal events in two of the following reigns with such dates as you may remember: Edward the Confessor, David I. of Scotland, Henry II., Edward I., Robert the Bruce, James I. of Scotland, William III., George I.

SECTION II.

1. Date the following events, and give particulars of the *first* and *last*:—The Norman invasion, The battles of Largs, Bannockburn, Crecy, Agincourt, Bosworth and Pinkie, The union of the crowns of England and Scotland, The death of Cromwell, and the union of the Parliaments of England and Scotland.

2. Give a short sketch of Scottish history from 1560 to 1567.

3. Give an account of the trial of Mary Queen of Scots, and of her death.

SECTION III.

1. Give an account of the proceedings of the first Parliament after the accession of Queen Elizabeth.

2. Describe the circumstances under which Magna Charta was given. What were its chief provisions?

3. Describe the insurrection of the Earls of Northumberland and Westmoreland.

SECTION IV.

1. What circumstances led to the invasion of England by Philip II.? Give a full account of the Armada from the time of its sailing to that of its defeat and dispersion.

2. Compare the state of England and Scotland, during the reign of Elizabeth, as regards general civilization and literature.

Female Candidates. First Year.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

1. Explain clearly the difficulties which you have to encounter in teaching children, (*a*) To pronounce syllables consisting of two, three, or more letters; (*b*) To pronounce polysyllables; (*c*) To read simple sentences correctly.

2. Make out a complete list of the redundances and deficiencies of our alphabet.

3. Give a full account of what should be done in *three progressive* writing lessons adapted to infants, to girls first using pen and ink, and to the first class of a good school. Enumerate the faults which your assistant must be careful to prevent.

4. Explain, clearly, the best process for teaching Subtraction and Long Division.

5. To what extent, and on what system, is Mental Arithmetic taught in the practising or model school of your own Institution?

6. Describe, exactly, the method of teaching the rudiments of grammar adopted in that school.

7. How are children best made to understand the meaning and use of maps?

8. What pictorial, or other illustrations, are used in the girls' school of your institution?

9. Write out the heads of the lessons on Method which you have received since the last summer vacation.

Students *who are about to leave the Institution, and* Teachers *in charge of Schools,* must *answer the following question.*

11. Give an exact account of the weekly register and quarterly summary used in your school, and write out the rule for finding each of the averages therein recorded.

Not less than half-an-hour should be reserved for the following Exercise (if attempted.)

10 A full abstract of a lesson upon *one* of the following subjects:—

Obedience.
Uprightness.
Good temper.
Punctuality.

Female Candidates. First Year.

ARITHMETIC.

Three hours allowed for this Paper.

You are not allowed to answer more than one Question in each Section; but when there are two Sums in the same Question, both should be worked.

SECTION I.

1. Explain as to a class the *principle* upon which 6009 is subtracted from 7501.

How many gardens of 16 poles 4 yards each can be made from a field of 8 acres, 10 poles, $17\frac{1}{2}$ yards?

2. Reduce $\frac{6}{9}$ to its lowest terms; multiply it by $\frac{3}{4}$, and divide the product by $\frac{1}{2}$. Explain each step in the solution.

3. Compare a decimal system of coinage with that in present use. Illustrate your answer by examples.

SECTION II.

1. If 100 eggs be sold at 3 a penny, and 100 more at 2 a penny; what will be gained or lost by selling them altogether at 5 for twopence?

Make out a bill for the following articles:—1 piece of flannel, $28\frac{1}{2}$ yards, at 3*s.* 4*d.* per yard; 35 yards of calico at $5\frac{1}{2}$*d.* per yard; $3\frac{1}{2}$ dozen pairs of stockings at 18*s.* 6*d.* per dozen; 7 pairs of gloves at 3*s.* 3*d.* per pair;

12¼ yards of Irish linen at 5*s.* 6*d.* per yard; 4 pairs of muslin curtains at 12*s.* 8*d.* per pair.

2. Find the value of 3 lbs. 7 oz. 6 dwts. of gold at £3 17*s.* 10½*d.* per oz.

What is the worth of 6 hides of leather, 4 of which weigh 28¼ lbs. each, and the others 29 lbs. 6 oz., and 33 lbs. 4 oz., respectively, the value of the leather being 1*s.* 6¾*d.* per lb.?

3. The floor of a room contains 17 square yards, 3 square feet, 18 square inches; of another, 21 square yards, 1 square foot, 126 square inches; of a third, 32 square yards, 2 square feet; and a fourth is half as large again as the sum of the other three. What is their united area?

SECTION III.

1. Seventy-four men had provisions for 35 days, but after 5 days, 20 men were sent away; how long will the provisions last the remaining 54 men?

2. If a family of 9 persons spends £300 in 8 months, how much money will serve 17 persons 11 months at the same rate of expenditure?

3. If 8 oz. of bread are sold for 6*d.* when wheat is £15 a load, what should be the price of wheat when 12 oz. are sold for 4*d.*?

SECTION IV.

1. Reduce to decimals the sum of 10*s.* 6¾*d.* and £3 5*s.* 7½*d.*

Find the difference of £13 5*s.* 6*d.* and £50 by decimals.

2. Multiply and divide 60 by ·00048.

What is the value of ·3 of a cwt., and of ·08?

3. If 2·625 tons cost £36·75, what is the value of 1·5 lb.?

SECTION V.

1. What sum, put out to interest for 3¼ years at 2¾ per cent., will amount to £348 12*s.*?

2. Find the discount of £132 payable at the end of 3 months at 3¼ per cent. interest.

3. What is the price of the 3¼ per Cents when £3,930 invested in them produces £130 per annum?

4. By selling cheese at £3 6*s.* 6*d.* per cwt., 12 per cent. was gained; what was the prime cost?

SECTION VI.
BOOK-KEEPING.

This section for 2nd year Candidates only.

1. State clearly what is the object of Book-keeping.

2. In what is book-keeping by double entry different from book-keeping by single entry?

3. Name the different books that are used in double entry. What is the use of each of them? Which of them is the most difficult to keep correctly? Why?

4. A buys goods (*on credit*) of B to the amount of £50; what should be the entry of the transaction in A's journal, and what in B's?

A buys goods (*for cash*) of B to the amount of £50; what should be the entry of the transaction in A's journal, and what in B's?

A becomes bankrupt, and pays 2*s.* 6*d.* in the pound for goods obtained on credit from B to the amount of £50; what entry must be made in B's journal?

Female Candidates. First Year.

DOMESTIC ECONOMY.

Two hours allowed for this Paper.

SECTION I.

1. Explain exactly the reasons for or against any articles of food usually prepared for young children.

2. Give a full account of the potato, or of rice.

3. What are the proportions of the various nutritive ingredients of rice, wheat, milk, eggs, fish, and mutton?

4. Explain exactly the advantages of a mixed diet.

SECTION II.

1. Enumerate the materials used in the clothing of women, and compare the expense and advantages of the animal and vegetable productions so used.

2. Calculate (*in detail*) the expense of providing one sufficient stock of clothes for a labourer's children, consisting of 3 girls between 2 and 8 years of age, and 2 boys, one 5, the other 10 years old.

SECTION III.

1. Give two receipts for soup, one with, the other without, meat. Calculate the cost, and explain exactly how much and what kind of nutriment there will be in a quart of each.

2. Explain the process of fermentation.

3. What work have you done in the laundry before or after entering this Institution? What lessons would you give to a pupil teacher in washing?

SECTION IV.

What interest is usually given in Savings Banks? What benefit societies have been used by your parents or friends? State any evils which have ensued from the improvident management of such societies? What *practical rules of precaution* would you give to young persons with respect to the choice of investments for their savings?

SECTION V.

Prepare the full abstract of a lesson—

First Year Students, on { The comparative advantages of Roasting and Boiling. / *Or* Soap. }

Second Year Students, on { The Textures of the Skin. / The Atmosphere; *or*, Respiration. } With special reference to health.

Females. First and Second Year.

MUSIC.

Three hours allowed for this Paper.

1.—The Questions in Division II. are not to be attempted by any *Candidate of the First Year* who has not answered one Question in each of the preceding Sections. No such Candidate may answer more than *two* of the Questions in Division II.

2.—Candidates of the Second Year, and Teachers in charge of Schools, may not answer more than *six Questions*, but may choose them from any part of the Paper.

DIVISION I.

SECTION I.

I. (1.) Write down on the double staff (Treble and Bass) the notes on the lines and their names; the notes on the spaces and their names. (2.) Tell the number of degrees between the first line and the third space of the staff; between the first space and the fourth line; between the third line and the fifth line.

II. (1.) Write the names of the following rests—(2.) Express the duration of two minims by *five* notes; by *six*; by *seven*; and by *three*.

III. (1.) Write a passage of six bars in $\frac{2}{4}$ time, varying the notes in the different bars. (2.) Bar the following passage in $\frac{6}{8}$ time, the first note beginning the first bar.

SECTION II.

I. (1.) *Name* the tonics of the fifteen Minor Scales in order with their signatures.

II. (1.) Write down the signatures of the fifteen Major Scales on the Treble Staff and on the Bass Clef.

III. (1.) The subjoined list exhibits the names of Major Scales; place below each its relative Minor. (2.) Explain where and why a ♯ occurs in the ascending Scale of D Minor.

SECTION III.

I. (1.) Name Minor Thirds, Major Thirds, Fifths and Leading Notes to A, E, B♭, E♭. (2). Name Fifths to all the notes, beginning at F, and proceeding a fifth higher, as far as C♯.

II. (1.) In what manner do you determine whether a piece of music is in the Key indicated by the signature, or in its relative Minor? (2.) Determine the Keys of the following passages, giving your reasons.

III. (1.) Transfer to the Alto Staff the Notes No. 1. (2.) Transfer to the Tenor Staff the Notes No. 2.

DIVISION II.

I. Make common chords to the following exercises, taking the melody for the upper note.

II. Fill up all the chords of the following exercise, taking the melody for the upper note, and appending the roots, after the examples given.

III. Insert the chords into the following exercises.

IV: In filling in the chords of the following exercise on the last inversion of the dominant seventh, omit the octave of the bass, and mark the progressions, as in the examples given, appending the roots to each note.

V. Fill in the chords of the following exercise according to the figuring.

VI. Fill in the chords of the following eleven bars, taking the melody for the upper note, and be careful to avoid consecutive fifths and octaves.

VII. Analyse the following modulations from C Major into G Major, and from C Major into A Minor, inserting the figuring.

VIII. Fill in the chords of the following Chant or Psalm tune, as directed by the figures.

IX. Arrange the following for the Treble, Alto, Tenor and Bass voices.

X. Add an accompaniment to the following figured bass.

Females.

WELSH.

Three hours allowed for this Paper.

1. Translate into English—

"Eithr am yr amserau a'r prydiau, frodyr, nid rhai i chwi ysgrifenu o honof attoch. O blegid chwi a wyddoch eich hunain yn hyspys, mai felly y daw dydd yr Arglwydd fel lleidr yn y nôs. Canys pan ddywedant, Tangnefedd a diogelwch, yna y mae dinystr disymmwth yn dyfod ar eu gwarthaf, megis gwewyr esgor ar un a f'o beichiog, ac ni ddiangant hwy ddim. Ond chwychwi, frodyr, nid ydych mewn tywyllwch fel y goddiweddo y dydd hwnnw chwi megis lleidr."

2. Translate into Welsh—

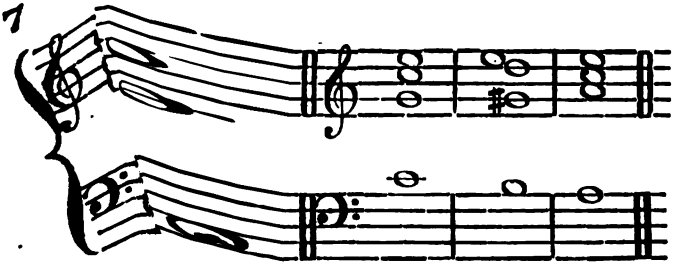
"When a body is dead, all its life is gone. It cannot see, nor feel, nor move: it is an inanimate object, and is so unpleasant to look upon, that it is buried in the ground, where it rots into dust and is no more seen on earth. But although the bodies of mankind die and are buried, they have souls, which live for ever, and which are given up to God who gave them. It is proper that we should live so purely that we may not be afraid to die, or to yield our souls in death to our Heavenly Maker."

3. Give the mutations of the following words when preceded by each of the possessive pronouns, fy, dy, ei, eu, viz.:—

câr,	a friend.
pen,	a head.
tad,	a father.
gwr,	a man.
bara,	bread.
llaw,	a hand.

4. State the principal rules for forming the plurals of Welsh nouns.

7



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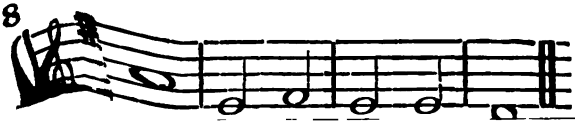

5. When do adjectives admit of feminine forms? Give instances.

6. Conjugate the verb BOD (to be.)

7. State the rules of syntax which relate to the use of the possessive (or genitive) case of nouns: and also of participles.

Females.

GAELIC.

Three hours allowed for this Paper.

1. *Translate into English as closely as the idiom will permit* :—

DEAGH CHOMHAIRLE DO NA H-UILE.

Tilgibh 'ur lochdan uaibh gu grad,
Tréigibh gach slighe olc is chàm,
Le'r beatha rachaibh as gun stad,
Is tàsaibh ann an gràs gach àm.

Gu'n làthaich luachair suas am fàs?
Suas seilisteir am fàs gu'n sruth?
Ni'm fàs an duine nuadh gu'n ghràs?
Cha'n fhàs, an gnìomh, an smuain, no'n guth.

2. *Parse the first two lines of the above passage, and show the constructions.*

3. *Translate into Gaelic*—

He who expends money properly is its master; he who lays it up, its keeper.; he who loves it, a fool; he who fears it, a slave; and he who adores it, an idolater.

4. *Translate*—

Air mo shon-sa dheth thugadh e an cuan air.
Latha dhuinn gu sgìth à sgìobhadh na Gaelig.

5. *Express in Gaelic*—Ten thousand men. Ninety-seven horses. The twenty-seventh part.

6. *Write the possessive singular of*—

Brù, Ceann, Feòil, Caor, Lasair, Nathair.

7. *Express in idiomatic Gaelic*—

(*a*) Two, three, four, five, *and* six, *when persons are meant.*

(*b*) It was with difficulty that he climbed the hill.

(*c*) That brave man has now but one hand, one leg, and one eye.

(*d*) Sit down and rest yourselves.

(*e*) According to my opinion, they were utterly destroyed.

(*f*) Consult with one another what to do.

(*g*) Hold on, and thou wilt obtain the victory.

8. *Point out three or four Gaelic idioms that children who speak Gaelic usually fall into in speaking English.*

Female Candidates. Second Year.

HOLY SCRIPTURE.

Three hours allowed for this Paper.

N.B. Candidates must first answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

ISAIAH.

1. Quote texts from Isaiah to show the nature of the sins which the people of Judah committed against the Lord, and the punishments which were denounced against them.

2. Quote prophecies from Isaiah describing the descent, birth, character, and offices of our Lord, and explain these appellations—The Branch, Immanuel, Counsellor.

3. To what persons and events do the following expressions refer?—

(1.) "Shall the axe boast itself against him that heweth therewith?"

(2.) "The Lord hath broken the staff of the wicked."

(3.) "Behold at evening tide trouble, and before the morning he is not."

(4.) "Your covenant with death shall be disannulled."

(5.) "They were all ashamed of a people that could not profit them."

4. What chapters in Isaiah refer to confederations of Israel and Syria against Judah? Quote some verses.

5. Give some account of the predictions against *one* of these nations—Moab, Syria, Egypt, or Tyre.

6. Quote some verses from the promises made to the people of Judah in one of these chapters—xxx., xxxii., xxxv.

ST. JOHN'S GOSPEL.

1. Describe the circumstances of St. Peter's first call,

and quote the last words spoken concerning this apostle by our Lord.

2. Give an analysis of *one* of these discourses :—
That with Nicodemus,
Or, That addressed to the Jews after the miracle at Bethesda,
Or, Quote the passages in which our Lord predicts the coming of the Comforter, and describes His work.

THE ACTS OF THE APOSTLES.

1. Mention each of the transactions in which Barnabas was concerned. What light do they throw upon his character?

2. Enumerate briefly, but distinctly, the facts which show the rapid extension of the Church after the death of Stephen.

3. Name all the companions of St. Paul mentioned in the Acts.

4. Give an account of St. Paul's address to Agrippa.

5. On what occasions do these names of persons and places occur—Sosthenes, Jason, Cenchrea, Mnason, Miletus, Myra, Puteoli, Julius, Publius?

6. Give an exact account of the circumstances which led to St. Paul's arrest at Jerusalem.

HEBREWS.

1. How does St. Paul in this Epistle prove the divinity of Christ, His priesthood, and His humanity?

2. Explain these expressions, and quote the context—
"The first principles of the oracles of God."
"He is the mediator of a better covenant."
"After ye were illuminated."
"So great a cloud of witnesses."

3. Prove that the sacrifice offered by Christ is complete, and cannot be repeated. In which of our Church services is this truth most strongly stated?

4. Quote passages from this Epistle which show the peculiar excellence of the Gospel dispensation as compared with the Mosaic law.

5. What practical duties are specially enforced in this Epistle?

6. What expressions indicate the authorship of this Epistle?

Female Candidates. Second Year.

HOLY SCRIPTURE.

Three hours allowed for this Paper.

N.B. Candidates must first answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

ISAIAH.

1. Quote texts from Isaiah to show the nature of the sins which the people of Judah committed against the Lord, and the punishments which were denounced against them.

2. Enumerate all the prophecies describing the descent, birth, character, offices, sufferings and death of our Lord in Isaiah, and explain these appellations—The Branch, Immanuel, Counsellor.

3. Quote the words of the Prophet describing (1) the punishment of unbelievers, (2) the wickedness of the people, (3) the comfort and security of those who fear God.

4. What chapters in Isaiah refer to confederations of Israel and Syria against Judah? Quote some verses.

5. Give some account of the predictions against *one* of these nations—Moab, Syria, Egypt, or Tyre.

6. Quote passages in which the office of the Holy Spirit is noticed; and in which it is shewn that the full manifestation of its influence was reserved for the times of the Gospel.

ST. JOHN'S GOSPEL.

1. Describe the circumstances of St. Peter's first call, and quote the last words spoken concerning this apostle by our Lord.

2. Give an analysis of *one* of these discourses:—
That with Nicodemus;
Or, That addressed to the Jews after the miracle at Bethesda.
Or, Quote the passages in which our Lord predicts the coming of the Comforter, and describes His work.

THE ACTS OF THE APOSTLES.

1. Mention each of the transactions in which Barnabas was concerned. What light do they throw upon his character?

2. Enumerate briefly, but distinctly, the facts which

show the rapid extension of the Church after the death of Stephen.

3. Describe in the words of Scripture, the piety and charity of the Primitive Christians.

4. Give an account of St. Paul's address to the Elders of Ephesus.

5. What events are associated with these places—Neapolis, Ber?

6. Quote some verses that refer to the duty of professing the true God, and our Lord Jesus Christ.

7. Give an exact account of the circumstances which led to St. Paul's arrest at Jerusalem.

HEBREWS.

1. How does St. Paul in this Epistle prove the divinity of Christ, His priesthood, and His humanity?

2. Explain these expressions, and quote the context—
"The first principles of the oracles of God."
"He is the mediator of a better covenant."
"After ye were illuminated."
"So great a cloud of witnesses."

3. Quote the verses that refer to the necessity of Christ taking the nature of Man and not that of Angels in exercising his Priestly office.

4. Quote passages from this Epistle which show the peculiar excellence of the Gospel dispensation as compared with the Mosaic law.

5. What practical duties are specially enforced in this Epistle?

6. What expressions indicate the authorship of this Epistle?

Female Candidates. Second Year.

CATECHISM, LITURGY, AND CHURCH HISTORY.

Three hours allowed for this Paper.

N.B. Candidates must answer one question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

Prepare the abstract of a lesson adapted for girls between 10 and 12 years old, with illustrations from Holy Scripture, on *one* of the following subjects:—

Sins of the tongue.

The Fifth Commandment.
Temperance.
New birth unto righteousness.

SECTION II.

1. At what time, and under what circumstances, were the following portions of the Prayer Book first introduced?—1. The sentences to end of Absolution. 2. The prayer for all conditions of men. 3. The form of words *now* used in the distribution of the elements in the Lord's Supper?

2. Name the persons who were engaged in the revisions of the Prayer Book in the reigns of Elizabeth and Charles II. What objections were made by the Puritans and Nonconformists, and how were they answered?

3. Give a full analysis of one of these portions of the Prayer Book, and shew its scriptural character—The Litany, the Athanasian Creed, the prayer for the Church Militant, the service for Confirmation, or for Burial.

SECTION III.

Quote the words of the Thirty-nine Articles on *any two* of the following points, and give scriptural proofs for each statement:—

(*a.*) The obligation of the moral law.
(*b.*) The condition of man after the Fall.
(*c.*) Repentance after Baptism.
(*d.*) The characteristics of the true Church.
(*e.*) The use of Sacraments.
(*f.*) The authority of a National Church with reference to ceremonies.

SECTION IV. (Supplemental.)

Not more than two of these questions may be answered.

1. Name the most distinguished persons in the early British Church, and prove its independence.

2. What persons were most influential in converting the Anglo-Saxons? Give a full account of one of the most distinguished of these persons.

3. Name the chief prelates in the following reigns—William I., Henry I., John, Henry V., Elizabeth. Give a brief account of the character of each.

4. Give some account of the laws which were enacted before the Reformation against foreign interference in Ecclesiastical affairs.

5. Give some account of the state of religious parties in the reign of Elizabeth. Name the leading men among the Puritans and their supporters.

6. Give a full account of the Conference of the Savoy.

Female Candidates. Second Year.—Scotland.

SHORTER CATECHISM.

N.B. Candidates must answer one question from each Section. They must then select any which they have time to answer *thoroughly*.

SECTION I.

Give some account of the origin of the Shorter Catechism, and mention other works composed about the same time and by the same authority.

SECTION II.

1. Give the answers in the Catechism which indicate the duty required of man as a creature, and what is required of him as a sinner.

2. Quote the answers which teach the eternity of future bliss and punishment.

3. Illustrate the difference in the use of the expressions "*applying to us the redemption purchased by Christ*," and "*communicating to us the benefits of redemption*;" referring especially to the *agents* and the *means*.

SECTION III.

1. What answers refer to the distinction between sins of omission and commission, and sins of heart and outward life? and what is taught regarding the distinction of venial and mortal sins?

2. Quote the answers which condemn *envy*, *discontent*, and *evil speaking*.

3. Give the answers which assert or refer to the sinlessness of Christ's human nature.

SECTION IV.

Write notes of a lesson to a class on

1. The question "What are the reasons annexed to the fourth commandment?"

Or, 2. What is a sacrament?

Or, 3. The connexion between the questions on effectual calling and repentance.

ECCLESIASTICAL HISTORY OF SCOTLAND.

The Candidate may not perform more than two of the following exercises.

1. Give a brief account of the principal propagators of Christianity in Scotland, during the middle ages.

2. Mention the chief martyrs who suffered in Scotland before the establishment of Protestantism. How were any of them connected with the Reformers of England, or of the Continent?

3. Name the most distinguished ecclesiastic in the reigns of Mary, of James VI., and of Charles I., respectively; and give a particular account of one of them.

4. Distinguish the National Covenant from the Solemn League and Covenant, in regard to date and authorship, and explain the insertion of the term League.

5. Explain (with dates) the application of the terms "*Tulchan*," the "*Black Acts*," the "*Indulgence*," and Resolutioners and Protesters.

Female Candidates. Second Year.

GRAMMAR.

Three hours allowed for this Paper.

The Candidates must answer one question in each section, and may then select any *one* of the supplementary questions.

SECTION I.

1. State what principle you adopt in classifying (a) adjectives, (b) pronouns, and (c) adverbs.

2. Draw out a scheme of the moods and tenses of the English verb, taking the simple and compound forms together.

3. Enumerate the several processes by which nouns and adjectives of Saxon origin are formed from their roots.

SECTION II.

Paraphrase *one* of the following passages:—

1. *She* with pride *would tell,*
"*That* he was often seated at his loom,
In summer, *ere* the mower was *abroad*
Among the dewy grass,—in early spring,
Ere the last star had vanished.—They who *passed*
At evening, *from behind* the *garden* fence

Might hear his busy spade, *which* he would ply
After his daily work, *until* the light
Had failed, and *every* leaf and flower *were* lost
In the dark hedges."

Excursion, Book I.

2. "My sentence is for open war: *of* wiles
More *unexpert*, I boast not; *them* let *those*
Contrive *who* need, or when they *need*, not *now*.
For, while they sit contriving, shall the *rest*,
Millions that stand in arms, and *longing* wait
The signal to ascend, *sit* lingering here
Heav'ns fugitives, and for their dwelling place
Accept this dark, opprobrious den of shame,
The *prison* of His tyranny, *who* reigns
By our delay?"

Paradise Lost, Book II.

3. "Not twenty *years ago*, but you, I think,
Can scarcely bear *it* now in mind, *there* came
Two blighting seasons, when the fields were left
With *half* a harvest. *It* pleased Heav'n *to add*
A *worse affliction* in the plague of war;
This happy land was *stricken* to the heart!
A wanderer then among the cottages
I, with my freight of winter raiment, saw
The hardships of that season: *many rich*
Sank down, *as* in a dream, among the poor;
And of the poor *did* many *cease to be*,
And their place knew them not."

Excursion, Book I.

SECTION III.

Analyse *one* of the following passages (see below)*:

1. "She with pride," &c., down to "Star had vanished." in the first passage from the *Excursion*.

2. "Not twenty years," &c., down to "Stricken to the heart," in the second passage from the *Excursion*.

3. The passage from the *Paradise Lost*.

SECTION IV.

Parse the words in italics in the passage *which you have paraphrased or analysed* (see below)*

---

* *She* with pride *would tell*,
"*That* he was often seated at his loom,
In summer, *ere* the mower was *abroad*
Among the dewy grass,—in early spring,
Ere the last star had vanished.—They who *passed*
At evening, *from behind* the *garden* fence

SUPPLEMENTARY.

1. Write out from memory in proper metrical form, and with correct punctuation, about ten lines from one of the poems which you have been studying during the past year.

2. Point out any forms of word or phrase in one of the passages in Section II, which strongly illustrate the difference between the style of poetry and that of prose.

3. In what order ought children to learn to distinguish the parts of speech? Give reasons for your opinion.

4. Write down the names of the parts of speech, and show, by explaining the principle of their classification, that their number is complete, *i.e.*, that all words may be arranged under one or other of them.

5. Name any work which may be taken as a specimen of the language used in these islands (*a*) in the 8th century; (*b*) in the 12th; (*c*) in the 14th. If the English of the present day be compared with the Anglo-Saxon of the 9th century, what principal points of difference will be observed?

Might hear his busy spade, *which* he would ply
After his daily work, *until* the light
Had failed, and *every* leaf and flower *were* lost
In the dark hedges."

Excursion, Book I.

"My sentence is for open war: *of* wiles
More *unexpert*, I boast not; *them* let *those*
Contrive *who* need, or when they *need*, not *now*.
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The hardships of that season: *many rich*
Sank down *as* in a dream, among the poor;
And of the poor *did* many *cease to be*,
And their place knew them not.

Excursion, Book I.

Female Candidates. Second Year.

GEOGRAPHY.

Three hours allowed for this Paper.

N.B. Candidates must answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

1. Enumerate the distinct races included in the population of the British Empire. What numerical proportion belongs to Scotland, Ireland, and the colonies in Asia?

2. Name the British Colonies in North America; and describe accurately the productions and condition of *one* of these colonies.

3. Give a short account of the course of these rivers: —the Sutlej, the Nerbudda, the Ganges, and its chief tributaries.

4. Where are the following cities?—for what are they remarkable?—Patna, Benares, Cawnpore, Meerut, Tranquebar, Seringapatam, Bhurtpore.

SECTION II.

Draw two maps, one from each of the two following sets:—

1. Scotland, and the adjoining islands;
   New Brunswick;
   Or, New Zealand.
2. China.
   Arabia.
   Or, The British Provinces in Asia beyond the Ganges.

SECTION III.

1. Describe the extent and general conformation of the continent of Asia.

2. What are the boundaries of Asiatic Turkey? Name the countries included in this Empire, and its most famous cities.

3. What ports are open to British commerce in China? Name the four principal rivers and chief towns in that country.

4. Where are the following places situate? For what are they most remarkable? Muscat, Aden, Teheran, Lhassa, Hydrabad, Penang, Jeddo, Singapoor, Bokhara, Yakoutsk.

SECTION IV.

1. Compare the average annual, summer, and winter temperature of cities in or near the same latitude situate at the two extremities of the Eastern Continent (Europe, Asia, Africa).

2. Give a clear account of the Oceanic Currents between America and the Eastern Continent (Europe, Asia, Africa).

3. How far does the region of the Monsoons extend? Give a full account of the effect of those winds upon the climate and productions of India.

4. How do you account for the twilight before sunrise, and after sunset?

5. Exemplify the effects of mountains upon the condition of man, by reference to one range in Europe or Asia.

Female Candidates. Second Year.

ENGLISH HISTORY.

Three hours allowed for this Paper.

N.B. Candidates must answer one question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

1. Give an account of the proceedings of the first parliament in the reign of Henry VII. Give instances of that monarch's mode of dealing with the Yorkists.

2. When was the court of Star Chamber established? Give some account of its constitution and proceedings in this or in succeeding reigns.

3. Enumerate the insurrections in the reign of Henry VII., and give a full account of Perkin Warbeck.

4. What is meant by bills of "attainder?" Name persons attainted under the Tudors.

SECTION II.

1. Describe the character of Henry VIII., as shown in regard to his wives, ministers, and favourites, and also in regard to his foreign and domestic policy.

2. State facts to shew the severity of penal laws in this reign.

3. Give a clear account of the relations between England and Scotland in the reign of Henry VIII.

4. Give some account of the state of Ireland in this reign.

5. When was the separation of the Church of England from that of Rome formally accomplished? What became of the property of confiscated monasteries?

SECTION III.

1. Give some account of the education and character of Edward VI.

2. Describe the character and fate of the Duke of Somerset and his brother.

3. Give some account of the descent and history of Cardinal Pole.

4. In what wars were Edward VI. and Mary engaged? Name the contemporary sovereigns in Europe, during those reigns.

5. State some facts which illustrate the domestic habits and social life of the people during this period.

SECTION IV.

1. Give some account of the education of Queen Elizabeth, and of her life before her accession to the throne.

2. Name the ministers who had most influence in the reign of Elizabeth; and give a full account of the most distinguished among them.

3. By what principles was Elizabeth chiefly guided in her foreign policy? Name the French sovereigns with whom she was contemporary, and state some facts to shew the nature of her relations with each of them.

4. State facts which shew the progress of this nation in commerce, naval power, general civilization, and literature, during the days of Elizabeth.

Female Candidates. Second Year.—Scotland.

BRITISH HISTORY.

Three hours allowed for this Paper.

N.B. Candidates must answer one question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

1. Describe the character of Henry VII. and the chief events of his reign.

2. Enumerate the insurrections in the reign of Henry VII. and give a full account of Perkin Warbeck.

3. Give a short account of the origin and functions of the Court of Star Chamber.

SECTION II.

1. Describe the character of Henry VIII., referring for illustration to events in his reign.

2. Give a full account of the relations between England and Scotland in the reign of Henry VIII.

3. Describe the character of James V. of Scotland, and name the Regents during his minority.

4. Give a short sketch of Irish history during the reign of Henry VIII.

SECTION III.

1. Describe the character of the Regent Murray, and name the principal events during his regency.

2. Give some account of John Knox, and of the establishment of the Reformation in Scotland.

3. Give a clear account of the relations between England and Scotland in the reign of Elizabeth.

SECTION IV.

1. Give some account of the education of Queen Elizabeth, and of her life before her accession to the throne.

2. Name the ministers who had most influence in the reign of Elizabeth; and give a full account of the most distinguished among them.

3. By what principles was Elizabeth chiefly guided in her foreign policy? Name the French sovereigns with whom she was contemporary, and state some facts to shew the nature of her relations with each of them.

4. State facts which shew the progress of this nation in commerce, naval power, general civilization, and literature, during the days of Elizabeth.

Female Candidates. Second Year.

SCHOOL MANAGEMENT.

These questions must be answered *thoughtfully, and in detail.* Not more than 6 may be attempted.

FOUR *hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line in your second answer as a specimen of copy setting in *small hand.*

N.B.—The Questions marked with an asterisk *must* be answered by every Candidate.

*1. From the subjoined extract from a Class Register, calculate the average age of the children, the average

attendance for the week, the number present at all, and the average number of days attended by each child present at all.

A. Absence. L. Leave. S. Sick. The Blank represents attendance.

Age	Mon.		Tues.		Wed.		Thurs.		Friday	
10¼				S.	S.	L.				
8½	S.	S.	S.	S.						
9¼		A.	A.	A.						A.
12¼		A.			L.			S.	S.	
11¾						L.	L.			
10¾		S.					S.			S.
12			A.	A.	A.	A.	A.	A.		
8	L.	S.	S.							
9½	L.	L.	L.	L.						S.

2. *How do you find the average attendance of each child that has been present at all in a school,

1. For any given week?
2. For a quarter?
3. For a year?

3. Explain the course you would adopt in organizing a school of 100 girls, between 7 and 12 years of age, *without* pupil teachers. What are the chief difficulties to be encountered under such circumstances? What steps should you take in order, as far as might be, to overcome each of the difficulties which you have named?

4. Give a clear account of the best arrangement of classes in a school of 120 girls, with 3 pupil teachers, during the following lessons:—Reading, arithmetic, and writing from copies or dictation.

5. What collective lessons would you propose to give in such a school, weekly? What oral lessons did you give in the last year of your apprenticeship? How did you prepare the lesson? Was it superintended or criticized by the mistress? What course do you intend to

pursue with reference to your own apprentices in similar circumstances?

6. Write out clear instructions for a pupil teacher who has to give a reading lesson to your first class.

7. Make out a full list of the faults which an apprentice is likely to commit in lessons on arithmetic, grammar, and dictation.

8. By what lessons are children best taught, (*a*) To observe and compare objects; (*b*) To form correct judgments upon practical and moral questions; (*c*) To reproduce the information which they acquire?

9. Describe the mechanical arrangements by which you would prevent waste of time, correct indolence and inattention, and promote a general tone of cheerfulness and willing obedience.

10. Calculate exactly the time actually required for all the mechanical details of school work, such as—collecting and giving out bonnets, shawls, changing lessons, giving out books, &c.

N.B. Not less than half an hour should be reserved for the following exercise.

11. Prepare a full *abstract* of a lesson adapted for girls between 11 and 14 years of age, on *one* of the following subjects:—

"Hatred stirreth up strifes; but love covereth all sins." Proverbs x. 12.

"Self-control."

"Discretion."

CLASS LIST

Of Students in Normal Schools, and Teachers in Elementary Schools, examined before Her Majesty's Inspectors of Schools, at Christmas 1859.

The Letter (G. or W.) *after a Candidate's Name, indicates that he has passed an Examination in* GAELIC *or* WELSH, *sufficient to entitle him to a grant of £5 per Annum, over and above the usual augmentation, so long as he is employed in a School of which Her Majesty's Inspector certifies that it is one in which a knowledge of* GAELIC *or* WELSH *is needful in the Teacher.*

The letter (D.), *after a Student's or Teacher's name, indicates that he has obtained a Memorandum of Competency as a Teacher of Drawing.—(Minute of 24 February, 1857.)*

*** A Prize for proficiency in Drawing has been awarded to every Candidate to whose Name an asterisk (*) is prefixed.

I.—MALE TRAINING SCHOOLS.

Bangor.

(British and Foreign School Society's.)

Students of the First Year.

FIRST CLASS.

*Jones, Ellis R. (W.)
*Paul, John J.

SECOND CLASS.

*Griffiths, John J. (W.)
*Griffith, John O.
*Hogg, Walter.
Howells, John.
*Jones, Humphrey (W.)
*Jones, John O. (W.)
*Lewis, Evan.
*Morgans, John.
Owen, David (W.)
*Parry, Henry.
*Phillips, Thomas.
*Thomas, William (W.)

THIRD CLASS.

Hughes, John (W.)
Hughes, Thomas (W.)
Jones, Evan.
Jones, Thomas.
*Rowlands, William (W.)

SCHEDULE.

*Morris, Ebenezer.

Battersea.

(National Society's.)

Students of the Second Year.

FIRST CLASS.

*Clarke, George.
Dearden, John.
*Edwards, Samuel.
*Elliott, John (D.)
Fawnthorpe, John P.
*Fielden, James.
Goddard, Alfred.
*Hewitt, George W. (D.)
*Macavoy, George (D.)
*Morle, Henry.
Saville, George.

SECOND CLASS.

Briant, James E.
Burton, James.
*Butler, Robert (D.)
*Clarke, Henry.
Coombs, George J.
*Colban, Edward.
*Dare, John R.
*Frater, Thomas.
Gabbott, Richard.
Gibbins, William.
Greathurst, Ambrose.
*Halliwell, Lees.
Havord, William H.
Hollman, John T.
Lawrence, Charles.
Marshall, John E.
Mills, Frederick C.
*Mills, Robert.
*Mitchell, Jonathan.
*Pitt, Robert.
*Rosewarne, Pearce. (D.)
*Shepheard, John W.
Wallis, William.
*Ward, William H.
Webb, Thomas C.
Williams, Thomas K.
*Wiseman, John.

THIRD CLASS.

Beavan, Charles W.
*Bryant, Edgar.
Carr, Henry.
Edwards, Charles W.
*Foote, Stephen R.
*Frith, Henry.
*Kneale, Thomas.
Moseley, David.
Rigby, Joseph.
*Smith, Robert.
*Whitehead, David.

Students of the First Year.

FIRST CLASS.

*Annett, Thomas H.
*Bardwell, Thomas.
*Bough, James.
*Chambers, Joseph J.
*Green, Henry.
*Greensides, Francis.
*St. John, John.

SECOND CLASS.

*Ames, Frampton J.
*Ball, William R
*Blockley, Edward.
*Butterworth, Thomas
*Carlyon, John T.
*Chatterton, Elijah.
*Clifford, Stephen.
*Davies, Richard.
*Davies, Thomas.
*Davy, Joseph.
*Drake, James.
*Ford, Henry.
*Hamer, Edward.
*Hammond, Samuel.
*Harwood, Edmund.
*Holmes, Henry.
Horsfield, William.
*Kell, Edward.
*Lewis, James.
*Maskell, Frederick.
Morfee, Edward.
*Morris, James.
*Parrott, Edward B.
*Pendlebury, John.
*Reading, John.
*Robinson, Robert.
Stuck, Walter.
*Tabernacle, Henry W.
*Vickery, W. S.
Walte, William.
*Weston, William.
*Williams, John.

THIRD CLASS.

Austin, Arthur T.
*Barker, Robert J.
*Francis, Benjamin.
*Gifford, George H.
*Howarth, Edward.
Howitt, William.
Jack, William S.
*McMillan, Edward H.
Morse, Robert W.
*Quin, Thomas.
*Stanier, John.
Walker, Edwin.

Borough Road.

(British and Foreign School Society's.)

Students of the Second Year

FIRST CLASS.

*Bettenson, John.
*Bishop, John.
*Dawson, Charles J.
*Derrick, George T.
Reed, John H.
*Wormell, Richard (D.)

SECOND CLASS.

*Blay, Daniel.
*Corder, Frederick H. (D.)
*Dunkerley, Thomas (D.)
*Jackson, John.
Knott, Charles J.
Wilson, Charles.

Students of the First Year.

FIRST CLASS.

*Barkby, Edwin.
*Collins, George.
*Dennant, John.
*Fitzgerald, Edwin R.
*Hartley, Joseph J.
*Scamp, Thomas.
*Scott, Alexander.
*Stonehouse, John T.
*Wood, Phillip.

SECOND CLASS.

*Allen, David.
*Aylett, Edward.
*Ball, Thomas.
*Boaden, William.
*Bonberry, William.
*Bowles, Henri E.
Crampton, Frederick.
*Dutton, John J.
*Firks, George J.
Forster, Edward S.

*Freeston, William.
*Gainger, Joseph.
Grinter, Thomas.
*Heckford, Thomas W.
*Hicks, Caleb.
*Holmes, Thomas.
*Houlson, George.
*Jackson, Henry.
*Lewis, Edward. W.
*Nicholls, Alfred.
*Rodman, Richard.
*Seddon, Edward.
*Shaw, Eli.
*Shaw, Josephus.
*Skinner, William C.
*Stables, Dawson.
*Tomlinson, William.
*Trotter, Christopher.
*Twiss, Charles.
*Vernon, Robert T
*Vince, John.
*Wood, James.

THIRD CLASS.

*Bate, Joseph.
*Bond, Alfred J.
*Buckley, John H.
*Collins, Henry.
*Graham, Charles F.
Hall, James.
*Hollinshed, Thomas.
*Leigh, Charles.
*Pegler, Samuel A.
*Smith, Henry T.
Stiff, Edward.
*West, Charles B.

Caermarthen.

(National Society's)

Students of the Second Year.

SECOND CLASS.

Evans, Evan.
*Lewis, David.

THIRD CLASS.

*Bland, Cornelius.
*Dillon, James H.
*Thomas, John.

Students of the First Year.

SECOND CLASS.

*Blundell, Charles.
*Evans, John.
*Holding, John Hodgson.
Rees, Rees.

THIRD CLASS.

*Berry, James.
*Bryant, George W.
*Griffiths, David.
*Hawkins, Thomas G.
*Hayden, Richard.
*Hughes, John.
*Jenkins, Edward.
Jones, Thomas.
*Noye, Ephraim H.
Robinson, William C.
Sharrocks, John.
*Smith, Richard.
*Stevens, Anthony.
*West, William.
*Young, Henry.

SCHEDULE.

*Griffiths, William.
Lewis, Edward.
*Radmore, Thomas.
Walter, Thomas.

Caernarvon.

(National Society's)

Students of the Second Year.

FIRST CLASS.

*Richards, Robert.

SECOND CLASS.

*Ellis, Thomas E. (D.)

THIRD CLASS.

*Owen, Thomas J.

Students of the First Year.

SECOND CLASS.

*Green, Thomas.
*Hughes, John.
*Jones, Robert.
*Jones, Thomas.
*Jones, W. J. (D.)
*Pughe, Silvanus E.
*Thomas, James.
*Williams, Zechariah.

THIRD CLASS.

*Davies, Arthur.
*Howell, Philip.
*Jones, Joseph.
*Police, Joseph
*Roberts, Robert.
*Williams, Owen.

SCHEDULE

Davies, Thomas.
*Thomas, Robert.

Chelsea.

(ST. MARK'S.)

(National Society's)

Students of the Third Year.

SECOND CLASS.

Gregg, Charles J.

THIRD CLASS.

Brown, Joseph.

Students of the Second Year

FIRST CLASS.

*Barton, William.
*Bowden, William J.
*Feather, George.
*Gandy, William. (D.)
*Johnson, James L.
*Pimblett, James.
*Ridley, Christopher.

SECOND CLASS.

Ayres, Edward.
*Blackwell, Charles Alfred.
Bond, John.
Burleigh, William.
*Clough, James C.
*Cook, William H.
*Cookson, William.
*Cramp, John.
Dufty, John N.
*Dutch, Isaiah.
*Lewis, Lewis W.
*Manders, Frederick W.
*Olorenshaw, George.
*Smith, Samuel.
*Spooner, Alfred.
*Taylor, Stephen T.
Tingley, George W.
*Woodhead, George.

THIRD CLASS.

*Alexander, Walter.
*Bamforth, Isaac C.
*Cross, Thomas.
*Dewhurst, Henry.
*Glover, Frederick A.
Jackson, Henry F.
Lodge, Jesse.
*Phillips, David.
Rippon, Robert.
Scotson, James.
*Slater, John.
*Smith, George E. (D.)
Smith, Stephen.
*Snow, Josiah J.
*Trussler, John.
*Yates, William V.

Students of the First Year.

FIRST CLASS.

*Crawley, Samuel.
*Eborall, Thomas
*Holker, Joseph.
*Ives, Robert J.
Lawrence, Frederick
*Stott, Robert.
*Wild, Robert.

SECOND CLASS.

*Baldwin, John.
*Bell, John G.
*Beeney, Edward.
*Clarke, Gibson W.
*Coldwell, Robert W.
*Dodge, Henry.
*Hams, John.
*Hawkins, George.
*Haysman, James. (D.)
*Hemmings, Theophilus.
Hencher, Henry J.
*Hipwell, James.
*Hunt, James.
*Lloyd, William (W.)
*Marshall, August.
*Morgans, Thomas.
*Parrick, George.
*Peel, Frederick.
Phillips, William H.
*Phillips, William T.
Ramsay, Edward J.
*Rigby, Thomas.
Roper, John T.
*Rotherham, Philip.
*Smith, Walter F.
*Snell, Charles
*Spawforth, James.
Spence, Thomas E. J.
*Streater, Richard.
*Watson, Ephraim.
*Watson, George E.
Wheeler, John P.
*Withers, Bigland.
*Wolstenholme, Thomas.

THIRD CLASS.

*Allen, William.
*Allen, William J.
Andrews, Edwin J.
*Firth, James.
Hobbins, Frederic J.
*Hudson, John S.
*Orton, George.
Rowe, George T.
*Shaw, Henry C.
*Stothard, Thomas.
*Venables, William P.
Ware, John.
*Wheeler, William H.

SCHEDULE.

Hooper, Benjamin.
*Rowley, Richard.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

*Rowden, William (D.)
*Watts, Arthur.

SECOND CLASS.

Aldread, David.
*Allen, Peter.
Barkshire, William Charles.
Bryers, Thomas.
*Godfrey, Robert.
Goyne, Francis.
*Hodges, John.
Howarth, Thomas Clarkson.
*King, Joshua.
Rollison, William.
Scovell, James.
Shaw, William.
Simpson, John.
*Sowray, Charles William.
Swarbeck, John.
Taylor, Walter William.
Weston, Samuel.

THIRD CLASS.

Bailey, John.
*Bolton, William.
Carmichael, James Allen.
Carter, William.
Cox, Charles.
Freeston, William.
Hamlyn, Edwin.
Hill, John.
*Hutchinson, James.
*Kilham, John.
King, Thomas.
Landon, William Henry.
*Lees, Wilfred.
Letchford, Harry.
*Pearson, William W. (D.)
Pittard, Robert.
Quelch, William.
Rayner, Edwin.
Rendle, James.
Roberts, Henry.
Thomas, Edwin.
Thornton, Samuel.
Walton, Thomas.
Webb, Richard.
Wilks, Joseph.
Williams, John.
Woodward, Harry T.

Students of the First Year.

FIRST CLASS.

*Copham, Alfred
*Jones, John.
*Simmons, George H.
*Smith, Joseph.
*Taylor, William C.
*Williams, James.

SECOND CLASS.

*Anderson, James.
*Ashley, Walter H.
*Asebee, John.
*Barnes, James.
*Briggs, John.
*Butcher, Thomas.
*Caldwell, George J.
Capener, George.
*Chappell, Joseph G. W.
*Crompton, Alfred.
*Dowling, Joshua.
*Farmer, James.
*Farr, Alleyne.
*Gale, John.
*Goodchild, Joseph M.
Handford, William W.
Harper, John.
Hodgins, James.
*Light, Joseph.
*Livesey, John.
*Maidment, Edwin.
Naylor, Joe.
Nixon, George.
*Northend, David.
*Pearce, Charles W.
*Priestland, Henry.
*Roberts, John.
*Robinson, George T. V.
*Thwaite, Joe
*Walmsley, John.
*Watts, Samuel H.
Wilkins, Williams H.
*Wyld, Samuel.

THIRD CLASS.

Christopher, Samuel C.
*Clavey, John.
*Dennis, Richard J.
*Manhood, William.
*Palin, William.
Peacock, Edwin.
*Quine, Thomas.
*Wainwright, Joseph.
*Warren, Charles.
*Westbury, George J.
Williams, Thomas.

SCHEDULE.

Wootten, Richard.

Chester.

(Church of England.)

Students of the Second Year.

SECOND CLASS.

*Bayliff, William.
*Gallon, Thomas (D.)
*Oates, John Rostaurn.
*Pearson, Edward Williams Robert.
*Sewart, William.
*Stanley, Henry (D.)
*Stuttard, Hartley.
*Watterson, John.

THIRD CLASS.

Brocklebank, William.
Butler, William.
*Corlett, James.
*Hill, John.
*Thompson, Samuel K. (D.)
*Walker, William.
*Whitehead, James.

Students of the First Year.

SECOND CLASS.

*Aldred, Henry.
*Callister, William.
*Clague, Thomas.
*Cooper, William.
Corris, Cæsar.
*Harwood, Edward.
*Heath, Edwin.
*Johnson, Joseph.
*Lewis, William.
*Newton, Henry.
Nicholson, Thomas.
*Teare, James.
*Watson, Hugh.
*Woolstencroft, Samuel.

THIRD CLASS.

*Barber, Ralph.
Booth, Henry.
*Gordon, George.
*Hartley, Thomas.
*Hunter, Thomas.
*Kay, James.
*Lloyd, John.
*Martin, Andrew.
*Mellor, Joseph.
Price, William.
*Seaman, William.
*Taggart, George.
*Timperley, Charles.
*Wilson, Matthew
Worsley, George.
*Young, Frederick.

SCHEDULE.

*Thomas, Edward.

Chichester.

(Church of England.)

Student of the Second Year.

THIRD CLASS.

Terry, George.

Students of the First Year.

SECOND CLASS.

*Elliott, Joseph.
*Kent, Henry.
*Kibblewhite, James.
Marshall, Henry.
*Robinson, Alfred F.
*Smith, John, Jun.
*Stevens, Thomas.
*Studdy, Alfred Freemar.

THIRD CLASS.

Barber, John.
*Bone, Alfred Hewitt.
*Brett, William John.
*Daniels, Alfred.
*Pettman, Charles.
*Piggott, George.
*Scott, George.
*Shepherd, James.
*Smith, Alfred.
Smith, John, Sen.
*Smith, Phillip.
*Sutton, William H.
*Warren, Thomas.

Culham.

(Church of England.)

Students of the Second Year.

SECOND CLASS.

*Andsley, Samuel.
*Hepworth, John.
*Row, John.
*Sawyer, Arthur.
*Spalding, James B.

THIRD CLASS.

Bettell, George.
*Edgley, Edward Owen.
*Godber, Edward.
*Ham, Thomas Davis.
*Heasman, William.
*Matthews, Benjamin.
*Middlemist, John (D.)
Ogilwy, Alfred Charles.
*Pickard, Alfred. (D.)
Smith, Charles.
Smith, Walter Taylor.
Steel, Frederick William.
Walton, Thomas.
Willoughby, John.
Willson, George.

Students of the First Year.

SECOND CLASS.

*Baines, William O.
*Bootes, Joshua Z. B.
*Eales, Samuel J.
*Everson, Charles.
*Girling, Thomas.
*Realff, Alfred.
*Reilly, George F.
*Stephens, Henry.
Williams, John.
*Wilsher, John.

THIRD CLASS.

*Andow, Alfred A.
*Bower, William.
*Brenchley, Samuel
Chamberlain, James.
*Chisnall, Thomas, J.
*Cotton, James.
Eggleton, Charles E.

Entwistle, Richard.
*Flowers, William R.
*Fuller, Elisha.
*Hobbs, Henry.
*Huggins, Richard.
Ingle, Charles.
*Linstead, Henry C.
*Noad, Frederick J.
*Parkinson, Thomas.
*Perrott, William.
*Reynolds, Charles.
*Shilson, Charles.
Short, Richmond.
Stacey, Robert.
*Turner, John.
Tyack, Thomas.
Walker, Frederick M.
*Wall, John.
Williams, Evan.

SCHEDULE.

*Skudder, Samuel T.

Durham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

Davidson, William.
*Hunter, John (D.)
*Wilkinson, William. (D.)

SECOND CLASS.

*Hardy, Robert.
*King, James.
Lambert, Joseph.
*Martindale, Thomas Bustin.
*Sagar, James.
*Smith, Thomas. (D.)
*Storey, Samuel.
*Thompson, John.
Watson, William.

THIRD CLASS.

*Blackburn, William. (D.)
Chaytor, John George.
*Dalkin, Robert.
Farrall, Thomas.
Holmes, Joseph.
*Postlethwaite, William.
Woodmass, Francis.

Students of the First Year.

FIRST CLASS.

*Dickson, William.
*Spark, William.

SECOND CLASS.

*Ashley, Thomas,
Brady, William M.
*Clarke, Blackburn.
Coulthard, William.
Fell, John.
*Fenwick, Johnson.
*Forster, Robert.
*Gunson, William T.
*Ireland, John.
Johnston, Robert.
*Mercer, Henry, D
*Ridley, Joseph D.
*Smith, Robert.
*Thompson, Thomas.
*Turnbull, Jared.
Williams, Joseph.

THIRD CLASS.

*Bradley, Thomas,
Hodgson, James, J. W.
*Johnson, Thomas.
Law, Thomas.
*Liddle, Edward.
*Revel, Francis
*Thompson, John H.
Turnbull, James.
Walsh, Samuel H.

Edinburgh.

(Episcopal Church of Scotland)

Students of the Second Year.

FIRST CLASS.

Scott, Walter.

SECOND CLASS.

Bountiff, George.
Burgoyne, John Popham.
Gallacher, William R.
*McRannel, James.
*Petrie, James.
*Taylor, James.

THIRD CLASS.

*Macdonald, John.
*Wilson, Thomas Ramsay.

Students of the First Year.

SECOND CLASS.

Archibald, John

THIRD CLASS.

*Hannah, William.
McRae, Daniel.
Pearce, Richard.
*Rankin, Donald.

SCHEDULE.

Galt, Francis.
McGillivray, Duncan.
*Morrow, Robert.

Edinburgh.

(Established Church.)

Students of the Second Year

FIRST CLASS.

*Brunton, William.
*Duthie, James.
*Fleming, Ebenezer
*Reid, Thomas.

SECOND CLASS.

*Beveridge, James.
Calder, William.
*Coutts, Alexander.
Duthie, Robert.
*Hunter, George.
*Martin, William U.
*McLeod, Duncan.
*McKinnon, Donald (G.)
Muckersie, David.
*Owler, William.
Rankine, Adam.
*Scott, Andrew.
*Strachan, Andrew.
Shedden, William.
Thomson, John.
Williamson, David.

THIRD CLASS

Mackay, William.
McDonald, Peter.

Students of the First Year.

FIRST CLASS.

Calder, Robert
*Cameron, William.
Henderson, James B.
*Hynd, Robert.
*Pringle, Robert.
*Robertson, David, U.
*Shand, Alexander.

SECOND CLASS.

Brown, Robert,
Carmichael, John.
*Crockart, William.
Dunlop, William.
*Gladstone, Robert.
*Graham, Walter.
*Grieve, Thomas.
Hunter, George.
*Jones, John.
McNeill, Nicol.
Mitchell, James.
Munro, John,
*Richardson, William.
Robertson, John.
Saunders, John.
Sinclair, Duncan.
*Sinclair, John.
Walburn, Edmund.
Wilson, Robert.
Winton, George.
*Wood, Thomas.

THIRD CLASS.

Bain, John.
*Beveridge, William.
Blackburn, George.
*Brown, John.
*Carmichael, Peter.
Dougall, Daniel.
Duncan, William.
Gordon, Peter.
Louden, David.
McDonald, Peter.
*McKay, Donald.
Moodie, Adam.
Newlands, Kenneth.
Robb, James.
*Scott, John.

SCHEDULE.

McKay, William.
McNeill, Malcolm.
Mercer, Joseph.
Murray, George.
Murray, William.

Edinburgh.

(Free Church.)

Students of the Second Year

FIRST CLASS.

*Bisset, David.
*Black, James G.
*Fitzgerald, William.
Henderson, Walter R. T.
*Jaffray, Thomson.
Kerr, Thomas.
*Lee, Hugh.
*Mackrae, George.
McPherson, James.
Monfries, Alexander.
*Ross, Peter.
*Treasurer, Colin,
Williams, Thomas.

SECOND CLASS.

Barrie, William.
Brown, James Stuart.
Caird, James R.
Corstorphin, Henry.
Elder, Joseph S.
Ferguson, John.
*Gibson, David.
Glass, William.
Gloag, John.
McRae, Alexander (G.)
McPherson, Alexander.
Malcolm, William.
*Matthew, James.
*Moir, David.
*Mowatt, Daniel.
*Murray, Alexander.
*Nevin, Isaac.
*Ross, Alexander.
Ross, William (Senior) (G.)
*Shearer, George.
Smith, Thomas.
*Traill, Adam (D.)
Wood, Alexander.

THIRD CLASS.

Bain, John
Barclay, Alexander.
Bell, Robert.
*Davidson, Alexander.

*Gibson, John.
Foster, John.
Kennedy, James
*Lawson, Bernard.
*McBean, David.
McKay, Norman.
*McKenzie, Alexander.
*Nicholson, James.
Reid, Charles.
Riddock, John.
Robertson, Henry.
Ross, Donald.
Ross, John.
Stewart, Angus.

Students of the First Year.

FIRST CLASS.

Bruce, Robert.
*Duthie, George.
*Ferguson, Alexander.
Henderson, George.
*Paterson, John.
*Raitt, William. (D.)
*Robertson, Alexander.
*Ross, James A.
*Stewart, Peter.

SECOND CLASS.

Alexander, John.
Anderson, George,
Bannerman, Donald.
Barber, John B.
Black, James.
*Cameron, John.
Dickson, John.
*Donald, William T
*Farquharson, James.
Ferguson, Peter.
*Hay, Francis.
*King, James
Langlands, Peter.
Latto William.
Little Adam.
Mackay, John.
Martin, William.
Miller, William.
Milne, Alexander.
Munro, Hugh.
*Nicholson, David.
Roberts, William L.
Robertson, James B.
Scott, Richard.
Scott, William.
*Sharpe, James.
*Strachan, John.
*Sturrock, George.
Sutherland, Martin.
*Thom, Andrew.
*Wardhaugh, William.
*Welch, Robert G.
*Wilkie, David.

THIRD CLASS.

Clark, Robert.
Davidson, Donald.
Gibb, John.
Hardie, George.
*Hourston, Samuel.
Keay, John.
Macfarlane, Alexander.
McGregor, Evan.
McKenzie, Roderick.
Meiklejohn, Donald.

SCHEDULE.

Gibson, William.

Exeter.

(Church of England.)

Students of the Second Year.

SECOND CLAST

*Butland, Thomas.
Chase, Robert.
Churchill, James.
Greenwood, Richard.
*Hicks, Edwin.
*Kempthorne, Robert (D.)
Tarn, Henry C.
*Turner, John Thomas F.
Voisey, Robert J.

THIRD CLASS.

*Badcock, Jonathan.
*Bennett, John.
Coram, Henry.
Hillman, George S.
*Salter, John.
Towill, William.
Webber, Edward.

Students of the First Year.

FIRST CLASS.

*Ash, John.
*David, James.
*Williams, John.
*Yabsley, Joseph M.

SECOND CLASS.

*Arthur, James.
*Blight, John.
*Brown, Samuel.
Burnett, John.
*Dare, William H.
*Dawe, William P
*Ireland, John J.
*Parsons, William J.
*Pian, Henry.
*Roberts, John V.
*Sanford, Richard.
Trott, George H.

THIRD CLASS.

*Bailey, Daniel.
Brannan, William H.
*Bully, John R.
*Chambers, Charles.
Cruwys, Daniel.
*Delaney, Charles.
*Ellacott, William T.
*Hammett, John S.
*Knott, John.
*Milton, George.
*Mulhall, William.
Saunders, William G.
*Sharland, John.
*Wiggins, Henry.
*Zeal, Thomas.

SCHEDULE.

*Opie, John E.

Glasgow.

(Established Church.)

Students of the Second Year

FIRST CLASS.

*Peol, Robert

SECOND CLASS.

*Alexander, John (D.)
Andrew, James
Baird, Hugh.
Barles, James.
*Biggar, Thomas.
*Finlayson, Robert.
Gavin, John.
Gillespie, Archibald.
Graham, Lewis.
McCrindle, John.
*McFarlane, John.
*Oswald, David.
*Somerville, Samuel J.
Smellie, James.
*Young, Robert.

THIRD CLASS.

*Brodie, William.
*Brown, Robert.
*Dick, George.
*Douglas, David.
Dunlop, James.
Fleming, Neil.
*Gray, Andrew.
Kirkwood, Charles.
Kirkland, William.
McLintock, Alexander.
*Pryde, John.
Reid, James.
Simpson, John.

Students of the First Year.

FIRST CLASS.

*Henderson, James.
*McClymont, Andrew.
*Morgan, Andrew.

SECOND CLASS.

*Douglas, Thomas
Gillespie, Alexander
*Hart, Robert
Howatson, James.
*Hutton, James.
*Lewis, Robert.
*McEwan, John J.
*McNicol, John.
*Muir, Robert.
*Porteous, James S.
Porteous, William.
Spiers, James.
*Stevenson, John.
Stevenson, Thomas.
Ure, James.
Wilson, John.
*Young, Andrew.

THIRD CLASS.

*Boyd, Robert.
*Harvey, John D.
*Kelly, Robert.
Matheson, Kenneth.
McGenn, Johnstone.
McLachlan, Hugh.
*McMillan, Robert.
McPhee, Mathew.
Montgomery, Duncan.

SCHEDULE.

Campbell, Andrew.
Campbell, John.
Laing, John.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST CLASS.

*Carslaw, William (D.)
*Howie, Robert.
Macfie, Archibald
Sloan, John.

SECOND CLASS.

*Alexander, Alexander (D.)
*Alexander, Peter.
Blair, James.
*Dunlop, James (D).
Fergusen, John.
Robertson, John.
*Yuill, James.

THIRD CLASS.

Black, Donald.
Cunningham, James B.
Gray, David.
Houston, James.
Lang, Robert.
McArthur, John.
McCormick, Donald.
MacGilp, Donald.
McTaggart, Malcolm.
Munro, Donald.
Rattray, William.
Robertson, John Keith
Sutherland, Arthur.
Urquhart, William.

Students of the First Year.

FIRST CLASS.

Fleming, Alexander.
*Hamilton, James.
*White, James.

SECOND CLASS.

Angus, Robert.
*Benge, James.
Boyd, John.
Clark, Donald.
Cole, James.
*Cowan, Marshall.
Cunningham, Robert.
Dewar, Alexander.
*Galloway, James (Senr.)
Galloway, James (Junr.)
*Gibson, Oswald.
*Gillespie, William.
*Gregorson, David.
Jones, John.
*McDonald, Donald.
McMaster, Alexander.
*McPhee, Duncan.
McRay, Farquhar.
Malcolm, John.
*Martin, Andrew.
Oliver, Alexander.
*Speer, George.
Steele, John.
*Thornley, William E.
Tully, Samuel Jay.
Waddington, Isaac.
*Watson, Robert.
Weir, James.
*Whatty, Edward M.

THIRD CLASS.

Conelly, Peter.
Coupland, Henry.
Galbraith, Archibald.
Hardy, James.
Hawkin, Thomas.
*Inman, John.
*McEachern, Peter.
*McGregor, Robert.
*McIndoe, Robert.
Munro, Gustavus.
Rebanks, John.
Smith, Wilson B.
Taylor, William.

SCHEDULE.

Donald, Robert.

Hammersmith.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS.

Johnson, Stephen.
*Riach, George.
*Ward, James.

SECOND CLASS.

Harden, Michael.
*McKey, Charles (D.)
*Murray, James J (D.)
*Simms, Alfred.

THIRD CLASS.

*Brown, John.
Grayston, George.
*Moores, Joseph.

Students of the First Year.

FIRST CLASS.

Holden, William J.
*Kennedy, Edward.
*Moloney, William.
*O'Hanlon, James.

SECOND CLASS.

Aitken, Charles.
*Bonney, James.
*Cahill, William.
*Donlevy, James.
*Doyle, John.
*Enright, Patrick.
*Gray, Thomas.
*Kelly, Thomas.
*McIvor, Thomas.
*McMahon, John.
Moore, William.
*O'Rourke, Charles.
*Smith, Edmund W.

THIRD CLASS.

*Everard, Laurence.
*Riley, Mark.
*Slater, William.

Highbury.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

Blackhall, Thomas.
*Brown, Thomas (D.)
*Plumstead, Alfred
*Reakes, Daniel.
*Wilkins, John. (D.)
*Wohlman, James B. (D.)

SECOND CLASS.

*Coles, Stephen.
*Cook, Frederick.
Foden, Joseph.
*Garrett, Charles W.
Gibbs, Edward J.
*Gibson, David.
*Green, William.
*Miller, Robert C.
*Paterson, Charles. (D.)
*Roe, Edwin.
*Thorpe, Henry.

THIRD CLASS.

Appleby, Peter.
Armitage, Alfred.
*Clifton, John Francis.
Free, Frederick
*Griffin, Thomas.
*Jackson, Joseph.
Kember, Thomas.
Moore, Frederick.
*Schofield, Henry F.
Targett, William.
*Williams, John G.
Winser, Thomas H.

Students of the First Year.

FIRST CLASS.

*Bourton, John.
*Cornell, Walter.
*Fryer, John.
*Hartnell, Charles L.
*McDowall, Andrew.
*Reeks, Charles A.
*Tidcombe, George.

SECOND CLASS.

*Allan, Edward.
Bateman, Charles J.
*Bournes, Thomas.
*Broomfield, Albert.
*Carr, Joseph H. W.
*Cooper, Charles H.
*Cossar, Robert.
*Crofts, Henry.
*Foster, George.
*Fox, William.
*Fuller, Elijah.
*Gaines, Edward C.
*Gardiner, Thomas.
*Glass, George.
*Gosney, Albert.
*Green, William J.
*Groome, William.
*Harris, Isaac.
Harris, William B
*Howard, Charles J.
*Irving, Alexander.
*Kefford, William.
*Lines, James E.
*Marshall, Alfred R
*Maxted, Charles.
Moon, James A.
*Newman, George.
*Norman, James H.
*Plumley, Henry.
*Quinby, John.
*Reakes, John.
*Ridewood, William S.
*Southwell, Alfred S.
*Theaker, Thomas.
*Wagstaff, William.
*Wellings, Frederick.
Wheeler, Francis F.
Wildbore, Isaac.
*Wright, Thomas R.

THIRD CLASS.

*Kennett, William T.
*Rooke, Thomas.
*Shinn, John.
Stroud, Edward.

SCHEDULE.

*Gooding, Charles.

Peterborough.

(Church of England.)

Students of the First Year.

FIRST CLASS.

*Shockley, Richard C.

SECOND CLASS.

*Clarke, George P.
*Farrow, Charles J.
*Gilbody, John.
*Hufton, Charles M.
*Worley, Philip.

THIRD CLASS.

*Helm, William E.
*Knights, Thomas.
*Lockington, Cornelius.
*Peck, John.
*Sneath, John.
*Tye, Charles.
*Ward, John.
*Wardale, John H.

Saltley.

(Worcester Diocesan.)

Students of the Second Year.

SECOND CLASS.

Bec, Thomas H.
*Evans, Thomas.
Nicholls, Edward.

THIRD CLASS.

Andrews, James.
*Archer, John.
Brown, Robert.
*Dawson, William Henry.
Meakin, William.
Paige, John.
*Payne, Henry.
*Peak, Levi.
*Preston, Charles
*Smith, Edward H
Sproule, Henry A.
Trewolla, John.
*Winterton, Thomas

Students of the First Year.

FIRST CLASS.

*Atkins, Job.
*Johnson, William (D.)
*Steane, John S.

SECOND CLASS.

*Bennett, George.
*Cadwallader, Charles.
*Cheal, Henry.
Cotton, John.
*Edwards, Alfred.

*Klamborowski, Leonard H.
*Knight, James
*Lane, Francis.
*Locker, Simeon.
*Lumley, Joseph.
*Marle, Robert.
*Martin, Eli.
*Mellor, Frederick W.
*Pheby, George T.
Pickup, John.
*Wale, George H.
*Williams, Thomas.
*Wynn, George.

THIRD CLASS.

*Avis, James J.
*Bailley, Michael.
Box, James A.
Bury, Thomas.
Cowarl, Henry.
*Dickinson, Joseph.
Geary, Thomas.
Gibson, Thomas E.
*Howel, James.
Joel, John T.
*Johnstone, Thomas P.
*Luckin, Thomas.
*Massey, Thomas.
*Meakin, Charles.
*Milner, William.
Minear, George.
*Perry, Richard.
Ridgway, William.
*Roberts, Benjamin.
*Rogers, Thomas.
Rowley, Charles.
*Sheldon, John.
Turner, Joseph.
Turner, Samuel.
*Wall, Richard.
Wallis, Thomas.
Wood, John T.

SCHEDULE.

Bennett, William.
Jolliffe, Edward.
*Reynolds, Ebenezer J.
*Sergeant, Edward.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST CLASS.

*Butterworth, Thomas (D.)
*Cotterell, William Minett.
*Durley, Richard (D.)
*Healing, Thomas (D.)
*Jodd, John Wesley.
*Longbottom, Josiah.
Sugden, William.
*Thomas, Henry James.
Waite, John.

SECOND CLASS.

Blewett, John Berry.
Cross, George.
*Hemsworth, John Thomas.
Holdsworth, Thomas Kirk.
*Holt, George
Horn, Joseph S.
*Severs, George (D.)
*Taylor, James.
*Yorke, William (D.)

THIRD CLASS.

Kitchen, William.
Nicholson, William

Students of the First Year.

FIRST CLASS.

*Baldwin, Joseph.
*Hunt, Thomas H.
Sackett, Jabez.
*Walsham, Thomas.
Whitfield, Thomas B.

SECOND CLASS.

*Bayliss, Michael.
*Beer, Alfred.
*Birkett, Joseph.
*Browne, Thomas.
*Buckley, Thomas J. W.
Butler, William.
*Clark, William.
*Conibear, William G.
Darby, Eli.
*Davies, John.
Delbridge, Thomas T.
Grassby, Hodgson.
*Haigh, Samuel.
*Hall, James.
*Harry, Richard.
Hilton, William.
Humble, George B.
*Jackson, William, Senr.
*Jackson, William, Junr.
*Johnstone, Herbert A.
Lewis, Sampson.
*Leworthy, George.
*Marsden, James.
*Mitchell, Joseph E.
*Osborne, Naboth.
Pentreath, Richard.
*Phillips, William.
*Richardson, Isaiah.
*Taylor, Samuel.
*Ward, Joshua S.
*Wild, Thomas.
*Williams, John.
*Wilson, Abraham.

THIRD CLASS.

*Dodd, Daniel.
Haldenby, Thomas L
Redhead, John J.
*Saunders, Edwin.
Wyles, George.

SCHEDULE.

Leathwood, Thomas.
Mills, William J.

Winchester.

(Diocesan.)

Students of the Second Year.

SECOND CLASS.

Barnes, Reuben.
*Mansfield, Charles.

THIRD CLASS.

Curtis, Walter.
Head, William Henry.
*Hoare, Henry.
*Kelly, Charles.

Students of the First Year.

SECOND CLASS.

London, Alfred.
Massey, John New.
Redman, Charles.
*Skinner, William.

THIRD CLASS.

*Gibbs, John.
*Merrett, Samuel J.
Taylor, George Augustus.

SCHEDULE.

Lion, George.

York and Ripon.

(Diocesan.)

Students of the Second Year

FIRST CLASS.

*Brooke, Benjamin Frederic.

SECOND CLASS.

*Hutchinson, William.
Kilburn, Henry.
Lodge, William.
*Marshall, Joseph Booth.
Pullon, Charles.
Richmond, John.
Robinson, Henry.
*Stansfield, Robert.
Waldron, John

THIRD CLASS.

Bamforth, David.
*Beetham, Thomas.
Bonny, John.
Brown, John.
Cotton, Edwin.
Crowther, John.
Dixon, George Edward.
Drust, Thomas.
*Fryer, George.
Grandige, John.
*Hammond, Henry C.
*Hemingway, George
*Jackson, John.
Keighley, David.
Lishman, Matthew.
Milnes, George H.
*Ridsdale, George.
Smith, Joseph.
Speight, Sampson
Spink, Jeremiah.
*Triffitt, John.
Winterburn, William.
*Woodhouse, John.

Students of the First Year.

FIRST CLASS.

*Dixon, Edwin W.

SECOND CLASS.

Barker, George S.
*Booth, William.
Brook, James.
Carbert, Thomas,
*Dean, John F.
Epworth, James.
*Haigh, John W.
*Hargreaves, Charles
Jones, William D.
*Knowles, Richard.
Lobley, Washington.
Owens, George.
*Powell, John.
*Quarmby, William V.
*Ramsden, Thomas.
Rider, Charles.
Senior, Walter,
*Stabler, George.
Sunter, Metcalfe.
Wolstenholme, George.

THIRD CLASS.

*Bamford, Joseph.
Battersby, Frederic.
Bollingbroke, Marshall.
Bullivant, Alfred.
Deyes, Edward.
Dixon, Edward.
Eastwood, William.
Ellison, John W.
Elwood, William R.
*Farrah, Michael.
Foster, William B.
Gardam, Henry.
*Hurst, Henry.
Jackson, John.
*Lister, James M.
Marshall, Benjamin.
Needham, Frank.
Tomlinson, Tom.
*Watson, George.
Woodall, Henry.

SCHEDULE

Fryer, Edmund.

II.—FEMALE TRAINING SCHOOLS.

Bishops Stortford.

(Rochester Diocesan.)

Students of the Second Year.

FIRST CLASS.

Callander, Mary.
Dawson, Eleanor.
Green, Sarah.
Hale, Maria F.
Hone, Jane E.
Smith, Hannah.
Western, Helen E.

SECOND CLASS.

Berry, Sarah.
Bradberry, Eliza.
Freeth, Helen.
Goodwin, Fanny Louisa.
Mortleman, Mary Ann Eastty.
Osborne, Bessie Neal.
Piddock, Elizabeth.
Ridley, Susannah Elizabeth.
Southgate, Frances.
Stacey, Charlotte.

THIRD CLASS.

Edington, Agnes Wilson.
Rose, Anne.
Smith, Harriett Hunna.

Students of the First Year.

FIRST CLASS.

Carpenter, Jessie Priscilla.
Cookson, Charlotte.
Cooper, Emma.
Sell, Emma.

SECOND CLASS.

Burton, Catherine.
Clark, Sarah.
Cuckow, Georgiana.
Curtis, Mary Ann Emily.
Fox, Bithiah.
Fullager, Emily.
Gamble, Elizabeth.
Harrod, Mary.
Heath, Maria.
Hurst, Mary A.
Kimpton, Eliza.
Messer, Ann.
Michaux, Elizabeth Sarah.
Osborne, Eliza Caroline.
Page, Mary.
Robinson, Eliza.
Russell, Eliza H.
Sandham, Mary A. E.
Shepherd, Annie B.
Tiplady, Mary.

THIRD CLASS.

Brookman, Emma.
Furniss, Frederica.
Murton, Julia.
Nash, Louisa.
Shinn, Mary A.
Squier, Louisa.

Borough Road.

(British and Foreign School Society).

Students of the First Year.

FIRST CLASS.

*Bailey, Elizabeth.
Close, Anne.
*Cooke, Emily J.
Cunnington, Mary.
Dever, Sarah M
*Dutton, Charlotte.
*Green, Susan A.
Johnson, Sarah J.
*Moody, Mary.
*Murray, Sarah A.
Newcombe, Emily E.
*Wilton, Harriett.

SECOND CLASS.

Bailey, Georgiana.
*Bradford, Angelica.
Burnett, Esther.
Cole, Hannah.
Cole, Harriet,
Cooper, Fanny.
Dallison, Alice.
Dibley, Martha B.
Dove, Eleanor.
Dunkinson, Emma.
Dyke, Annie F.
Firks, Emily.
Fleming, Agnes M.
Fountain, Ann.
Glaze, Elizabeth.
Hancock, Jane.
Harris, Eliza J.
Hayward, Hannah.
Hollinshed, Susanna.
Hughes, Elizabeth.
Jones, Hepsibah.
*Latimer, Rosanna.
Mitchell, Jane.
McConnell, Hannah M.
Nichols, Sarah A.
*Price, Ellen.
Roach, Emma.
Ryder, Matilda.
*Shaw, Mary.
*Smith, Grace M.
Tame, Elizabeth.
Thompson, Maria.
Tucker, Eliza.
Tucker, Mary E.
Walker, Sarah.

THIRD CLASS.

Bagshaw, Ann.
Block, Louisa.
Box, Charlotte.
Bygate, Mary.
Davies, Fanny O.
Landrey, Emily.
Lewis, Annie.
McChesney, Sarah,
Parker, Elizabeth.
Scott, Isabella.
Weeks, Louisa.

Brighton.

(Chichester Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Cooke, Mary A.
Daniels, Sarah.

SECOND CLASS.

Byron, Emma
Hemsley, Louisa.

THIRD CLASS.

Deavin, Elizabeth.
James, Emiline.
Jones, Catherine.
*Jones, Jane
Jones, Maria.
Lambert, Ellen.
Newman, Mary A.
Panter, Anne.
Shepherd, Emma.
Weston, Sally.
*Willing, Sarah Priscilla.
Wingenwroth, Catherine E.

Students of the First Year.

FIRST CLASS.

Fowler, Harriett.
*Hocking, Rosa.
Lepard, Sarah Jane.

SECOND CLASS.

Coventry, Fanny.
Johnson, Emma.
Kenderdine, Mary A.
Lish, Maria.
Melter, Charlotte E.
Moss, Annie Jane.
Ramsay, Ellen S.
Smith, Ann E.
Waters, Jane.

THIRD CLASS.

Braid, Susan J.
Brightwell, Emma B.
Dalton, Annie.
Escreet, Jane.
Hamm, Julia S.
Newport, Fanny.
Wiltshire, Lucy.

SCHEDULE.

Alley, Margaret.

Bristol, Gloucester, and Oxford.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

Lofts, Charlotte A.
Marks, Elizabeth.
Watkins, Susan.

SECOND CLASS.

Best, Charlotte Elizabeth.
Child, Emma.
Cornish, Ellen.
Dobell, Elizabeth.
Eccleston, Emily Ann.
Hewlett, Sarah Ann.
*Witcombe, Mary Joanna.
Woodhouse, Charlotte.
Woodland, Mary Anne.
Young, Susanna.

THIRD CLASS.

Adams, Mary Jane.
Clark, Mary Jane.
Cooper, Sarah Ann.
*Forse, Margaret.
Hull, Anne.
Hurford, Anna Besley.
Langdon, Anne.
Lee, Charlotte Penelope.
*Mannings, Ann.
Meredith, Anne.
*Sealy, Jane Bailey.
Wilks, Caroline Elizabeth.
*Wingrove, Julia.

Students of the First Year.

FIRST CLASS.

*Caldwell, Mary A.
Cobley, Matilda.
*Jones, Sophia.
Litton, Sarah J.
Rogers, Elizabeth Anne.
Smith, Emma.

SECOND CLASS.

Baker, Mary.
Bassett, Jane E.
Blackmore, Emma H.
Calladine, Mary A.
Chard, Sarah Ann.

Cole, Ann S.
Dixon, Elizabeth.
Edwards, Catherine.
Green, Ann.
Haskins, Anna M.
Honey, Eliza.
Hughes, Jane.
Ireland, Eliza A.
Lomas, Elizabeth.
Packer, Augusta.
Price, Elizabeth.
Read, Mary E.
Shepherd, Elizabeth.
Sparrow, Emma.
Spyer, Emma.
Templar, Emma.
Thomas, Emily.
Thomas, Mary.
Trix, Lucy.
Webb, Elizabeth

THIRD CLASS.
Barber, Charlotte.
Durston, Charlotte, M. R.
Edwards, Sarah.
Kemplen, Mary.
Kington, Elizabeth A.
Lang, Emma.
Maccy, Julia C.
Meaden, Emma.
Poot, Mary
Rowlands, Anne
Salter, Ann O.
Seward, Eliza.
Short, Emma S.
Simpson, Mary.
Wallis, Frances S.
White, Sarah E.

SCHEDULE.
Ball, Ann W.
Knibbs, Caroline.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.
Barcham, Fanny Elizabeth.
*Garner, Sarah Anne (D.)
Goode, Emma.
*Mobley, Elizabeth.
Pearse, Ellen Bartlett.
*Price, Frances.

SECOND CLASS.
Kissack, Ellen Christian.
Murlin, Catherine.

THIRD CLASS.
Bayliss, Emma Sarah.
Bowmer, Emma.
Cockman, Amelia.
Henty, Emma Elizabeth
King, Harriet.
Lake, Elizabeth Ann
Liddington, Sarah Judith.
Powell, Sarah Anne.
Thomas, Eliza.
Thomas, Emma.
Tubb, Anne.
Wibberley, Sarah.

Students of the First Year.

FIRST CLASS.
Bellerby, Emma.
Brown, Elizabeth.
Carter, Elizabeth.
Cole, Lydia.
Cooper, Eliza.
Church, Lucy.
*Hawgood, Eleanor.
*Nelson, Anne.
Rogers, Louisa.
*Rummens, Sarah A.
Satchell, Susan.

SECOND CLASS.
Beale, Keturah.
Bosley, Emma.
Brown, Ann Maria.
Browne, Louisa.
Buckingham, Elizabeth M.
Cave, Ellen.
Chaddock, Harriet.
Cook, Rachel.
Davies, Emily.
Dix, Sarah J.
Dyer, Lucy.
*Eversbed, Ellen
*Hellier, Mary L.
Isaac, Emma.
*Kenyon, Jane.
Mackintosh, Marion.
*Marks, Elizabeth A.
Page, Sarah A.
Sheppard, Emma.
*Smith, Louisa K.
South, Mary E.
Spencer, Emma.

THIRD CLASS.
Adcock, Elizabeth.
Bayles, Eliza.
Davis, Emma.
Hayes, Mary.
Prosser, Martha.
Smith, Temperance.
White, Mary Anne.
Williams, Emma M.

Derby.

(Lichfield Diocesan.)

Students of the Second Year.

FIRST CLASS.
*Hewitt, Ann M.
Woodward, Mary.

SECOND CLASS.
Bellamy, Jane.
Grant, Annie Elizabeth.
Steele, Sarah.
Such, Ellen.
*Turnball, Fanny.
*Vickers, Mary A.
Walstell, Mary Ann.

THIRD CLASS.
Mason, Elizabeth.
Stewart, Jane Nisbett.
Wright, Sarah.

Students of the First Year.

FIRST CLASS.
*Wood, Martha M.

SECOND CLASS.
Best, Emma.
Bolton, Elizabeth M.
*Bunting, Harriet.
Gelsthorpe, Hannah.
Grayson, Elizabeth.
Hall, Mary.
Hitchins, Maria.
Lane, Sarah A.
Marsden, Sarah.
Marsh, Elizabeth.
Parrick, Mary A.
Rhodes, Elizabeth.
Simpson, Emma.
Wilson, Emma.

THIRD CLASS.
Armson, Elizabeth.
Broomhead Mary.
*Clarke, Mary A.
Cocker, Agnes M.
Edeson, Mary.
McClellan, Hannah.
Poyser, Ellen.
Shawe, Emma.
Whitehurst, Elizabeth.

SCHEDULE.
Woolley, Sarah.

Durham.

(Church of England.)

Students of the First Year.

FIRST CLASS.
Bloor, Sarah A.
*Christie, Helen W.
*Davies, Mary A.
*Harris, Jane.
Lumley, Jane.
Walker, Elizabeth.
*Watson, Anne.
*Watson, Hannah.
*Woodward, Catherine G.
*Zachariah, Eliza.

SECOND CLASS.
Bleakley, Katharine B.
*Crabtree, Jane.
*Craig, Margaret.
Fairlamb, Elizabeth.
*Hamer, Louisa M.
*Haugh, Jane.
Howden, Mary.
Kelly, Elizabeth. A.
Lowes, Mary, A.
*Lucas, Louisa M.
Marsh, Louisa.

THIRD CLASS.
Atherton, Elizabeth.
Foxley, Maria.
Lyons, Margery.
Martin, Lettice.
Muir, Marion.
Seller, Sarah, A.
Townend, Mary A.
Vincent, Sarah.
Wilcock, Sarah A.
*Worthington, Louisa M.

SCHEDULE
Brown, Mary.
Hudson, Catherine.
McDonald, Margaret H.

Edinburgh

(Established Church.)

Students of the Second Year

FIRST CLASS.
*Armstrong, Anne W.
Thomson, Ellen.
Walker, Horatio H. E. B.

SECOND CLASS.
*Alexander, Ann Bruce.
Davidson, Mary.
Dunlop, Martha Laurie.
Murray, Margaret.
Shepherd, Betsy.

THIRD CLASS.
Allan, Margaret.
Browne, Catherine.
Browne, Janet.
Chadwick, Robina.
Crichton, Margaret.
Grant, Charlesina.
Haggart, Barbara.
Jack, Mary Anne.
Johnstone, Ann.
Kello, Margaret.
Livingstone, Janet.
Mackay, Margaret.
Reid, Catherine T.
Ritchie, Margaret Bertram
Sangster, Jane.
Thompson, Eliza G.
Taylor, Agnes.

Students of the First Year.

FIRST CLASS.
Buchanan, Mary.
Currie, Joanna.
*Dow, Catharine.
*Maclure, Jane.

SECOND CLASS.
Addison, Anne.
Brownlee, Elizabeth J.
Lewis, Margaret.
Pitt, Eliza.
Pollock, Isabella.
Wilson, Agnes.

THIRD CLASS.
Aitchison, Elizabeth.
Barron, Catherine.
Barron, Margaret B.
Downie, Rachael A.
Ferguson, Elizabeth.
Gill, Anne.
*Gordon, Betsy.
Grant, Sarah.
*Gray, Mary E.
Heppard, Catherine.
Holmes, Jane.
Kay, Margaret.
Lamont, Annabella V.
Mackie, Eliza.
McNaughton, Catherine.
*Maitland, Christina.
Milne, Jane.
Mirylees, Margaret W.
Newlands, Margaret Purves
Reid, Margaret.
Smith, Isabella.
Stewart, Grace.
Wilson, Ellen.

SCHEDULE.
McKinlay, Mary.
Smith, Isabella C.
Stewart, Mary A. P.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST CLASS.
*Burns, Anne.
*Crerar, Margaret.
Dow, Elizabeth.
*Ferguson, Elizabeth M.
Gordon, Eliza.
Gordon, Mary.
*Millar, Janet A.
*Millar, Margaret S.
*Miller, Agnes.
*Shanklie, Isabella.
*Sime, Julia G.

SECOND CLASS.
Bowden, Elizabeth.
*Hourston, Jane.
Park, Christina R.
*Robertson, Catherine.

THIRD CLASS.
Cooper, Mary.
Dickson, Margaret.
Douglas, Jane.
Fishbourne, Margaret.
Fraser, Joanna.
Gow, Christina.
Hall, Eliza.
*Keay, Mary (G.)
Lamb, Isabella A.
McGregor, Anne B.
*Paterson, Janet.
Smart, Eliza.
Watt, Jessie Gordon.

Students of the First Year.

FIRST CLASS.
*Alexander Catherine.
*Hume, Jane.
*McVey, Agnes.
Matthew, Mary.
*Simpson, Mary.
Stewart, Ann D.
*Thomson, Jessie.

SECOND CLASS.
*Aimers, Anne C.
Barbour, Mary.
Beattie, Mary.
Brown, Jane E.
Durno, Elspet.
Farquharson, Mary Ann.
Geddes, Eliza.
Kemp, Janet.
Lowe, Mary.
McLaren, Marion.
Martin, Isabella.
Mitchell, Marian.
Ross, Margaret.
Siddie, Jessie.
Stewart, Catherine.
Welsh, Janet Cairns.

THIRD CLASS.
Brown, Ann.
Forbes, Jessie R.
Fowler, Helena.
Gamley, Mary.
Gemmell, Margaret W.
Hall, Margaret.
Leudrum, Jane.
Smith, Margaret.
Stewart, Eliza.
Watson, Euphemia.
Wood, Mary A.

SCHEDULE.
Berry, Anne.
Black, Janet.
Guthrie, Jessie.
Montgomery, Margaret L.

Glasgow.

(Established Church.)

Students of the Second Year.

SECOND CLASS.
*Smith, Elizabeth

THIRD CLASS.
Dale, Margaret.
Sampson, Janet.

Students of the First Year.

FIRST CLASS.
Hunter, Eliza.
*Irvine, Isabella.
Kelly, Margaret.
Ramsay, Mary.

SECOND CLASS
*Boyd, Eliza.
Dick, Annie G.
Dick, Margaret.
Hay, Janet.
Howatt, Hannah.
Johnstone, Jane.
Lewis, Sarah.
Philip, Mary.
Watson, Jessie.
Wellwood, Mary.
Whyte, Mary L.

THIRD CLASS.
Annan, Ellen.
Biggam, Isabella.
Burt, Mary.
Craig, Mary.
Douglas, Priscilla.
Edwards, Margaret.
Gardner, Agnes.
Hicks, Eliza.
Humphries. Annie.
Laurie, Ann.
Leckie, Agnes.
McDiarmid, Helen.
McEwen, Mary.
McGregor, Jessie.
McLellan, Elizabeth.
McQuaker, Mary G.
Masterton, Marion, W.
Miller, Agnes.
Mitchell, Elizabeth.
Paul, Christina.
Robertson, Lilly.
Steven, Ann.
Stewart, Catherine L.
*Thomlinson, Mary.
Tweddale, Jessie.

SCHEDULE.
Bowie, Dolina.
Dunlop, Martha.
Rae, Rachael.
Weir, Isabella.

Glasgow.

(Free Church.)

Students of the Second Year

FIRST CLASS.
Boyd, Mary M.
*McNicol, Janet.
*Pattison, Jane.
*Robertson, Jane E.
*Walker, Margaret.

SECOND CLASS.
Baird, Janet S.
*Cameron, Elizabeth.
Drummond, Marion.
Grierson, Lillias.
Gunion, Elizabeth.
Hodgson, Mary.
Hogg, Barbara.
Hunter, Caroline.
Young, Eliza.

THIRD CLASS.
Ferguson, Agnes.
Liddell, Ann.
*Reid, Helen.
*Ritchie, Jessie.
Sime, Jessie.
Stewart, Isabella.
Walker, Eliza.

Students of the First Year

FIRST CLASS
*Kennedy, Mary.
Urie, Agnes.

SECOND CLASS.
Aitchison, Mary.
Brown, Ann F.
Campbell, Annette.
Gilmour, Jane
Gunion, Margaret.
Harper, Catherine.
Martin, Marion T.
Milligan, Jane.
Niven, Margaret.
Ross, Catherine.
Stephen, Agnes.
Thompson, Mary

THIRD CLASS.
Brown, Jemima.
Douglas, Margaret.
Duncan, Elizabeth A.
Hamilton, Jane.
Harvey, Jane.
Jones, Jane.
McArthur, Margaret.
McLean, Agnes.
McLeish, Mary E.
Moffatt, Euphemia.
Pincott, Sarah A

Rennie, Christina.
Robertson, Christina P.
Smith, Elizabeth.
Stewart, Jessie.
Wilson, Agnes.
Wilson, Annabella.

SCHEDULE J.

Alvey, Mary.
*Broughall, Rosa.
Cameron, Flora.
Clark, Jane.
Cowans, Emily H.
Ferguson, Catherine.
Harper, Barbara.
Macomish, Agnes.
Osborne, Janet G.
Steven, Ellen.

Home and Colonial.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

*Anderson, Susan.
Bondfield, Amelia.
*Carelyer, Mary J.
Cressell, Eliza A.
Harrison, Anne.
*Howell, Anne
*Jackson, Mary.
Marsh, Eliza.
Norman, Jane M.
Palmer, Ellen.
Ross, Elizabeth.
*Smith, Rebecca.
*Tavener, Mary A.
Ward, Charlotte E.

SECOND CLASS.

Armitage, Sarah Amelia
Barnes, Mary Frances
*Bennett, Emily.
Burrows, Elizabeth.
*Carleton, Elizabeth.
Graham, Margaret.
Hale, Sarah.
Hall, Phœbe
Hardy, Elizabeth.
Hobbs, Elizabeth.
Horner, Emma.
*Hudson, Jane Maria.
Jones, Agnes.
Mansfield, Elizabeth Boulton
Mitchell, Emma.
*Pridham, Jemima.
Shaw, Jane Eliza.
*Short, Mary Ann.
Taylor, Sarah Jane.
*Tindall, Frances.
Walton, Betsey.
Wilson, Mary E.

THIRD CLASS.

*Finnimore, Frances.
Kidd, Leonora Christian.
Morris, Mary Anne.
Osborne, Mary Anne.
Robins, Charlotte.

Students of the First Year.

FIRST CLASS.

Austin, Eliza.
Bailey, Louisa J.
*Balmain, Isabel.
Blundell, Jane.
Bumstead, Elizabeth.
Crabbe, Charlotte.
Davis, Emma A.
Eaton, Harriet.
* George, Rachael.
Gerrard, Sarah E.
Good, Harriet, J.
*Hayden, Jane E.
Healey, Selina.
Jordan, Kezia M.
Knight, Emma.
Lee, Lydia C.
*Lord, Sarah.
Metcalf, Lucy.
Salts, Mary A.
Sanderson, Mary
Turner, Sarah A.
Vincent, Sarah J.
Webb, Emma.

SECOND CLASS.

Almond, Mary E.
Amery, Hannah.
Bessant, Jane S.
Clark, Matilda, N.
Cleverly, Sarah A.
Cox, Mary A.
Ellis, Matilda A.
Gibbs, Sarah.
Godfrey, Eliza A.
Graham, Ellen.
Griffin, Ellen P.
Haynes, Henrietta.
*Jones, Mary E.
Keats, Sarah.
Knight, Sarah.
Lane, Mary A.
Lockyer, Mary A.
Machell, Isabella.
*Nichols, Katherine.
Oram, Elizabeth P.
Parker, Rosina.
Paterson, Mary.
Putman, Mary.
Roberts, Emily L.
Shippey, Harriet F.
*Smith, Mary.
Topham, Fanny.
Turner, Elizabeth.
Watson, Agnes.

THIRD CLASS.

Brimsley, Henrietta E.
Dennis, Sarah.
Owen, Hannah.
Pyle, Annie.
Storer, Elizabeth.
Terry, Mary A.
Windsor, Anne M.

St. Leonards on Sea.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS.

*Bean, Jane.
*Capel, Mary (D).

SECOND CLASS.

*Cleuer, Mary (D.)
*Ryan, Lucy.
*Sheenan, Annie.
*Walsh, Ellen A.

THIRD CLASS.

*Boulger, Josephine.
*Longhurst, Margaret.
*Prendergast, Johanna (D).
*Seymour, Ellen.

Students of the First Year.

FIRST CLASS.

*Atkinson, Elizabeth.
*Jones, Eleanor.
*McCarten, Mary.
*Mullen, Priscilla (D.)
*Robson, Harriet.

SECOND CLASS.

*Burke, Julia.
*Cogan, Margaret.
*Cowlan, Eliza.
*Cuddy, Catherine.
*Kerr, Flora M.
*Madden, Honoria.
*Murphy, Johanna.
*Tasker, Helen
*Turner, Helen.

THIRD CLASS.

*Carroll, Mary A.
*Gray, Margaret.
*Hudson, Jane.
*Robinson, Lucy.

Liverpool.

(Roman Catholic.)

Students of the Second Year

FIRST CLASS.

Broadley, Ellen
*Dignam, Mary.
Easton, Mary.
Gilfoy, Anne.
Gill, Mary.
Hagan, Eliza.
*Johnstone, Mary A.
Macdonald, Mary A.
*Murphy, Margaret.
Myerscough, Annie.
Perkins, Mary.
Quinn, Mary

SECOND CLASS.

Cattanach, Mary.
*Coad, Maria.
Daniel, Annie.
*Goggin, Margaret.
*Mahon, Mary A.
Moores, Mary.
Murphy, Eliza.
Rooney, Anne.
Skiffen, Jane.
Threlfall, Maria.
Williams, Jane.

Students of the First Year

FIRST CLASS.

*Burns, Mary.
*Casey, Mary C.
Corbishley, Elizabeth.
*Fitzsimon, Sarah A.
Foley, Cecilia.
*Grainger, Anne.
Howlett Elizabeth.
*Ireland, Catherine.
*McCarrick, Catharine.
*McCaul, Annabella.
*O'Brien, Catharine
*Parker, Helen.
*Silvester, Jeannette
*Walker, Mary.
*Watts, Lucy.

SECOND CLASS

*Bradshaw, Emma.
*Dunne, Catharine.
*Glennon, Jane.
*Grehan, Ellen M.
*McGlinshey, Jane.
*McGonigal, Susan C.
*Maloney, Mary A.
*Scanlon, Catharine.

THIRD CLASS.

*Atkinson, Anne.
Hill, Frances M.A.
Keeley, Elizabeth.
Kennedy, Anne.
*Shale, Mary A.
*Smith, Mary A.

Norwich.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

Markham, Amelia.
Nicholl, Mary A.
Osborn, Jessie.
*Short, Emma.
*Spooner, Marian V.

SECOND CLASS.
Catchpole, Louisa.
*Chambers, Mary.
Chambers, Julia.
Farthing, Sarah.
Garner, Sarah Ann.
Mustard, Elizabeth.
*Potter, Rebekah Ann.
Reynard, Mary Victoria.
Smart, Elizabeth.
Sussens, Elizabeth.

THIRD CLASS
*Abbs, Charlotte.
Durrant, Annie.
Hills, Mary Ann.
Horsley, Annie Read.
Mann, Susannah.
Smith, Caroline Jones.

Students of the First Year.

FIRST CLASS.
Alger, Mary J.
Alger, Rose.
*Beamish, Charlotte.
Belding, Mary A.
Barker, Elizabeth F.
Bunn, Mary A.
Cooper, Mary A.
White, Martha E.

SECOND CLASS.
Coleman, Cornelia.
Cox, Anne.
Darby, Emma.
Jennings, Emily.
Kirkup, Eleanor.
Parker, Elizabeth.
Pratt, Mary.
Rowe, Sarah J.
Scarr, Elizabeth.
Snoxell, Sarah.
Williams, Anne R.

THIRD CLASS.
Mann, Annie.

Salisbury.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.
Adlam, Maria.
Alexander, Mary A.
Andrews, Mary.
*Barrett, Elizabeth.
Carter, Maria.
*Dyer, Ellen.
Harris, Mary.
*Moore, Mary J.
Paul, Hannah.
*Purdey, Rosina.
Smith, Sarah.
Ward, Amelia.

SECOND CLASS.
Furmage, Sarah.
Greatwood, Emma E.
Harris, Elizabeth Ann.
Ponton, Emily.
Ransom, Sarah Jane.
Rose, Lydia.
*Wilkins, Mary Ann.
Yeates, Sarah.

THIRD CLASS.
Chant, Mary.
Fry, Lydia Maria.
Harvey, Ann Amelia.
Jackson ,Caroline.
*Pope, Elizabeth.

Students of the First Year

FIRST CLASS.
Hole, Sarah.
Oborn, Sarah.
Pettifar, Elizabeth.

SECOND CLASS
Barnaby, Mary A.
*Bell, Emma M.
Cadby, Elizabeth
Cooper, Harriett.
Dunnings, Sarah.
Hallett, Mary A.
Hopgood, Anne.
Jefferis, Catherine
Lemon, Ellen.
*New, Mary D.
Pyke, Emma.
Rice, Rosina.
Salway, Jane.
*Saville, Anne.
Smith, Martha.
Speaight, Annie.
Venner, Maria,
Wilkins, Elizabeth.
*Williams Elizabeth A.

THIRD CLASS
Bailey, Fanny.
Burton, Eliza.
Colmore, Urania.
Daw, Mary.
Dee, Ellen.
De Gruchy, Emma.
Jacob, Elizabeth.
Jenkins, Caroline.
Loveluck, Mary.
Woolway, Mary Ann.

Truro.

Students of the Second Year.

FIRST CLASS.
*Mogridge, Caroline.

SECOND CLASS.
Eustace, Elizabeth Ann.
Tiddy, Jane.

THIRD CLASS.
Downe, Emma.
Lyndon, Maria.
Saunders, Elizabeth.

Students of the First Year.

FIRST CLASS.
Wellman, Eliza.

SECOND CLASS.
Frost, Jane.
Ingram, Jane.
Killingly, Louisa.
Michell, Amelia.
*Phillips, Jane M.

THIRD CLASS.
Clarke, Ellen.
Heard, Elizabeth.
Jones, Mary Jane.
Nicholls, Louisa.
Richards, Mary.
Thomas, Elizabeth.

SCHEDULE.
Ayers, Amelia
Chard, Grace Dobson.

Warrington.

(Chester Diocesan.)

Students of the Second Year.

FIRST CLASS.
Craik, Agnes.
Laing, Anne.
*McLellan, Jemima.
*Richardson, Margaret.

SECOND CLASS.
Booth, Anne.
*Byrom, Mary.
*Charnley, Elizabeth.
Gell, Martha.
Hitchon, Margaret.
James, Mary.
Johnson, Mary C.
Kewley, Eleanor C.
Ormerod, Ellen.
*Smith, Mary Anne.
Steele, Emma Louisa.

THIRD CLASS.
Clague, Jane.
Clare, Priscilla.
*Crook, Mary Alice.
Gregory, Jane
Jennion, Mary C,
Jones, Emma Jane.
Jones, Margaret.
*Meade, Fanny.
*Walker, Elizabeth.
Watmough, Lucy Ann.
Whitby, Ellen Jane.
Williams, Frances Helen.

Students of the First Year.

FIRST CLASS.
Allton, Rosanna.
*Armitage, Ellen.
Burrell, Hannah B.
Danson, Elizabeth.
*Denison, Margaret.
Kewley, Margaret J.
Parry, Mary (W.)
Read, Mary J.
Rothwell, Susan C.
*Tilling, Sarah.
Turton, Ellinor.
*Wainwright, Mary.
*Walsh, Elizabeth.

SECOND CLASS.
Atkinson, Agnes.
*Barlow, Ellen.
Barton, Henrietta.
Bayley, Fanny.
Cowell, Leah
*Craik, Betsy.
Crowther, Ellen.
*Fox, Elizabeth.
Haddock, Mary.
Heap, Elizabeth.
Higginson, Jane.
Higson, Martha.
*Jackson, Margaret.
Johnston, Agnes Jane.
Jones, Mary.
Killey, Margaret.
*Langston, Mary Augusta.
Leicester, Ellen.
Lewin, Margaret.
*Lomax, Elizabeth.
*McMinn, Elizabeth.
*Marsden, Mary.
Savage, Mary.
Thornley, Elizabeth.
Williams, Anna.
Wood, Anne R.
Yates, Emily.

THIRD CLASS.
Barton, Mary.
Bilsbrough, Fanny.
Boyd, Anne.
Fasey, Mary S.
Higginson, Mary.
Hughson, Susan.
Jackson, Elizabeth.
Jervis, Sarah.
Johnson, Elizabeth.
Johnson, Mary H.
Louis, Susannah.
Lord, Alice.
Lord, Mariam.
Ridyard, Betsy.
Sephton, Elizabeth.
Sharrock, Ellen.
Spencer, Anne.
Stanfield, Mary J.
Taylor, Elizabeth M.

Taylor, Isabella.
Towers, Alice.
Vickers, Alice.

SCHEDULE

Crowther, Ann.

Westminster.

(Wesleyan.)

Students of the Second Year

SECOND CLASS.

Barnes, Mary Ann.
*Beddow, Martha.
*Blatchley, Sarah Rebecca
Davies, Esther.
Fiddian, Mary Paull.
*Griffiths, Elizabeth.

THIRD CLASS.

Barber, Mary Reynolds.
Brown, Elizabeth.
Pender, Mary Hayes.

Students of the First Year.

FIRST CLASS.

*Adams, Emma Else.
*Clayton, Mary A.

SECOND CLASS.

Corfield, Elizabeth.
Crouch, Elizabeth J.
Downes, Jane.
*Howitt, Elizabeth M.
Mackman, Rebecca.
*Nicholas, Emma S.
Oats, Martha M.
*Shearstone, Hannah.
*Shipp, Emily.

THIRD CLASS.

*Churchman, Susan M.
*Day, Emma.
Dixon, Annie.
*Dunn, Phœbe.
Dyson, Eliza.
Grant, Elizabeth M. A.
Kerr, Mary A.
Lamb, Eleanor.
McNeal, Mary A.
*Mellor, Catherine H.
*Owen, Emma.
Paull, Harriett.
Shelton, Ellen.
Smith, Eliza.
*Steele, Sarah A.
Stevens, Mary E.
Whitehead, Selina.
*Wildish, Hannah.

SCHEDULE.

Church, Mary E.
*Garnet, Annie E.
Lobley, Charlotte.
Schofield, Emma.
Smith, Margaret.
Trenholm, Mary J.

Whitelands.

(National Society's.)

Students of the Second Year.

FIRST CLASS.

*Birt, Paulina.
*Catherall, Esther Mary.
Cotton, Anne.
*Covington, Isabella Anne.
*Crosland, Mary.
*Dallison, Elizabeth.
*Dorrell, Mary Elizabeth.
Gibson, Jane (of Bradford)
Lack, Edith.
Norton, Lucy.
*Paul, Mary.
*Smith, Henrietta Eliza.
*Smith, Sarah Ann.
*Taylor, Isabella.
*Thomas, Mary.
*Wilson, Maria.

SECOND CLASS.

*Ash, Mary Anne.
*Asquith, Anne.
Choice, Rebecca.
Crowther, Elizabeth.
*Cuckow, Matilda Ellen.
*Dallinger, Emily Seccull.
*Goodman, Kezia Elizabeth.
Haigh, Elizabeth Ann.
*Hammond, Margaret.
Henderson, Isabella.
Jacques, Jane Elizabeth.
*Kennerley, Mary.
Kett, Eliza.
Long, Elizabeth Harriet.
*Morgan, Mary.
*Mucklewin, Fanny.
Page, Louisa Ann.
Reeve, Hannah W.
Sharpe, Lucy.
Sweeting, Emma.

THIRD CLASS.

*Burgess, Sarah.
Clare, Harriet.
Durant, Louisa.
*Gibson, Jane (of Portman.)
Osborne, Ellen.
Smith, Emily.
Southan, Martha.
Southee, Frances.

Students of the First Year.

FIRST CLASS.

Brandreth, Eliza.
*Brennan, Sarah.
Cant, Sarah.
Clark, Emily.
*Domoney, Charlotte.
Evans, Harriett.
Fane, Maria Elizabeth.
Fisher, Sarah J.
*Ford, Sarah M.
*Fordyce, Eliza.
Friar, Jane.
*Gait, Louisa Georgiana.
*Gilbert, Mary A.
*Goddard, Hope.
Hitchen, Rachel.
Hopper, Emma.
Lord, Sarah.
*Nettleton, Helen Alice.
Parkinson, Martha.
*Perkins, Jane.
Pike, Eliza Mary.
Randall, Mary Rebecca.
Richardson, Annie Martha.
*Ritson Anne.
*Rymer, Clara.
*Stephens, Sarah.
*Studdle, Sarah Elizabeth.
*White, Elizabeth Jane.

SECOND CLASS.

*Allison, Eliza Jane.
Armstrong, Joanna Maria.
Baxendale, Henrietta.
Brierly, Ann Elizabeth.
*Dennis, Martha.
*Ford, Elizabeth.
Garlick, Susanna.
Gough, Christian.
Handforth, Maria.
*Harling, Agnes.
Hollington, Sarah Ann.
Humphreys, Mary.
Lupton, Sarah.
Manning, Mary A.
*Marsh, Emma.
*Morgan, Emma.
Nash, Amelia.
*Oakley, Jessie.
Patmore, Anne Maria.
*Rogers, Mary.
Rose, Annie.
Sellars, Faith Ann.
*Shutt, Mary Jane.
*Straight, Emma.
*Tallant, Emma.
Thrift, Harriett Kate.
Warwick, Anne.
Webb, Mary.
Wilson, Catharine.

THIRD CLASS.

Bland, Eliza.
Shirley, Ann.
Sykes, Anne.
Todd, Elizabeth.

York and Ripon.

(Diocesan.)

Students of the Second Year.

SECOND CLASS.

Pape, Catherine Mary
Singleton, Sarah.
Sparke, Emma.
Starkey, Elizabeth.

THIRD CLASS.

*Aitken, Dorothy.
Cartledge, Jane.
Cornes, Harriet.
Gibson, Mary Jane.
Overend, Sarah Ann.
Thompson, Elizabeth Slater.
Watts, Ellen.
Woodhead, Elizabeth.

Student of the First Year.

FIRST CLASS.

Myers, Maria.
Taylor, Mary Ann.

SECOND CLASS.

Crompton, Mary.
Lawton, Esther.
Mountain, Mary Jane.
Rix, Emma.
Robinson, Jane.
Singleton, Martha.
Smith, Anna.
Sollom, Jane.
Woodhead, Martha Anne.

THIRD CLASS.

Crofts, Mary Ann.
Davison, Patience.
Harrison, Phillis.
Morris, Mary F.
Rider, Emma.
Walker, Annie, N.
Whiteoak, Mary Ann.

CHRISTMAS, 1859.

SUMMARY of EXAMINATION of Students in Training Schools for Certificates of Merit.

MALES.

NAME OF SCHOOL.	First Year.					Second Year.				Third Year.			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure	1st Class	2nd Class	3rd Class	Failure
Bangor	2	12	5	1									
Battersea	7	32	12			11	27	11					
Borough Road	9	32	12			6	6						
Carmarthen		4	15	4	7		2	3					
Carnarvon		8	6	2	3	1	1	1					
Chelsea	7	34	13	2		7	18	16	2		1	1	
Cheltenham	6	33	11	1		2	17	27	2				
Chester		14	16	1	1		8	7	5				
Chichester		8	13		2			1	3				
Culham		10	26	1	6		5	15	1				1
Durham	2	16	9			3	9	7	3				
Edinburgh Episcopal Church		1	4	3		1	6	2					
Edinburgh Established Church	7	21	15	5	3	4	16	2					
Edinburgh Free Church	9	33	10	1	1	13	23	18	2				
Exeter	4	12	15	1	1		9	7					
Glasgow Established Church	3	17	9	3		1	15	13	4				
Glasgow Free Church	3	29	13	1	7	4	7	14	1				
Hammersmith	4	13	3		1	3	4	3					
Highbury	7	39	4	1		6	11	12					
Peterborough	1	5	8										
Saltley	3	18	27	4	5		3	13					1
Westminster	5	33	5	2		9	9	2					
Winchester		4	3	1	1		2	4					
York	1	20	20	1	2	1	9	23	4				
	80	448	274	35	40	72	207	201	27		1	1	2

FEMALES.

NAME OF SCHOOL	First Year					Second Year			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure
Bishop's Stortford	4	20	6			7	10	3	
Borough Road	12	35	11						
Brighton	3	9	7	1		2	2	12	1
Bristol, Gloucester, and Oxford	6	25	16	2		3	10	13	
Cheltenham	11	22	8		1	6	2	12	1
Derby	1	14	9	1		2	7	3	
Durham	10	11	10	3	3				
Edinburgh, Established Church	4	6	23	3	8	3	5	17	
Edinburgh, Free Church	7	16	11	4	1	11	4	13	1
Glasgow, Established Church	4	11	25	4	5		1	2	2
Glasgow, Free Church	2	12	17	10	9	5	9	7	
Home and Colonial	23	29	7			14	22	5	
St. Leonard's, R.C.	5	9	4			2	4	4	
Liverpool, R.C.	15	8	6			12	11		
Norwich	8	11	1			5	10	6	
Salisbury	3	19	10		1	12	8	5	
Truro	1	5	6	2	1	1	2	3	
Warrington	13	27	22	1		4	11	12	
Westminster	2	9	18	6	3		6	3	
Whitelands	28	29	4			16	20	8	
York	2	9	7				4	8	
	164	336	228	37	33	105	148	136	5

CHURCH OF ENGLAND.

MASTERS.

Teachers, above 35 years of age, who have passed in the Papers of the 1st Year

Second Class.

Name of Candidate.	School.
Banks, William L.	Portslade S.
Etchells, John	Great Rollright, N.S.
Godley, John	Cold Harbour S.

Third Class.

Baldwin, Thomas	Mitcheldean, Free S.
Beale, Thomas	Chelsfield N.S.
*Buckingham, George W.	Cropredy N.S.!
Burgoyne, Henry	Brackenfield N.S.
Cole, Edwin	Leigh (near Reigate) N.S.
Cotton, James	Leiston N.S.
Holman, William W.	Cutcomb, Endowed S.
Jennings, Alfred	Battersea Training S. (former Student).
Lancaster, Moses	Huxley N.S.
Marshall, John	Scalby N.S.
Reynolds, Thoma L.	Tring N.S.
Rider, Philip	Shepherd's Bush, St. Stephen's .
Rowlatt, John C.	Newmarket, St. Mary's S.

Teachers under 35 years of age.

First Class.

Boswell, Nehemiah	Petersfield, Churcher's College

Second Class.

Adams, Alfred W.	Farncombe N.S.
Barker William	Bethnal Green, St. John's N.S.
Bennett, Edwin	Enville, Parish S.
Bowen, Edwin	Meole Brace N.S.
Cartwright, George D.	Baldersby, St. James's S.
Cover, John L.	Weeton, St. Barnabas (York) N.S.
Fisher, John	Dallinghoo and Charsfield N.S.
Foley, Peter	Furneux Pelham N.S.
Foster, Frederick W.	Stratford, St. Mary's S.
Herbert, John	Wye, Lady Thornhill's S.
Holloway, Thomas	Milton Abbott, Duke of Bedford's S.
Jolliffe, Samuel	Chilmark N.S.
Morgan, Thomas J.	Abthorpe S.
Neale, John	Ottery, St. Mary's N.S.
Pennington, John	Scampston N.S.
Pettitt, William	Whaddon C.E.S
Reeves, William	Hingstock (Market Drayton) S.
Richardson, James	Frensham S.
Smith, James	Bradwell N.S.

Third Class.

Arthur, James	Marylebone, Christ Church N S
Baguley, John	Queniborough N.S.
Bamford, Isaac T.	Lingards N.S.

*Bates, Henry	Scholes N.S.
Blamey, Thomas R.	St. Erth N.S.
Bracewell, James	Batley Carr, Holy Trinity Church S.
Brewer, George	Warfield N.S.
Brown Charles	Stratford, Eastn. Cos. Ry. Compy's S.
Burton, Emanuel	Dudley, St. John's N.S.
Button, Edward	Leigh on Mendip, St. Giles's S.
Chapman, Joseph S.	Salford, Model S.
Charlton, Samuel	Long Eaton S.
Churchill Harry	Landford N.S.
Clarke, Henry	Beckingham N.S.
Crosbie, John T.	Hulme, St. Philip's S.
Deadman, Mark	Duxford S.
Dobell, Thomas	Forden N.S.
Eade, Isaac B.	Budock N.S.
Elphick, John	Salehurst N.S.
Falkner, Edmund	Aldbourne S.
Gilligan, Thomas L.	Sutton, South Metropolitan District) S.
Godfrey, Joseph	Bloxham S.
Guppy, John R.	Stratford-on-Avon N.S.
Hammond, James	Westminster Road, St. Paul's N.S.
Holland, John	Kidderminster St. Mary's N.S.
*Holliday, Daniel	Holme Cultram, Aldoth N.S.
Johnson, Francis	Dartford N.S.
Limpancy, John	Sandon, Earl of Harrowby's S.
Lloyd, Robert	Garthbeiblo, Ch. of England S.
Martin, Louis	St. Wenn N.S.
Mason, John	Alvechurch N.S.
Matthews, Cornelius	Prickwillow, Ch. of England S.
Nightingale, John	Sparkbrook, St. Paul's S.
Parsons, William	Brighton, St. Stephen's N S.
Pennicott, James	Cameley, Parochial S.
Pink, William	Westminster, St. James' P.U. S. (near Tooting).
Porter, John	Brampford Speke S.
Roberts, John W.	Cornwood N.S.
Sharples, Abraham	Tebay (Penrith) S.
Shelvey, Daniel	Platt, St. Mary's N.S.
Stook, John R.	Shrewton (Devizes) S.
Taylor, Thomas S.	Parwich N.S.
Turnbull, Ralph	Crewe N.S.
Turner, John	Barkisland Grammar S.
Watkins, James	Hammersmith, St. Peter's N.S.
Watson, George	Yalding, St. Mary's S.
Wilkes, Richard	Osmaston N.S.
Wilkes, William	Wolverhampton, St. Peter's S.

Teachers (previously certificated) who have passed in the papers of the Second Year.

THIRD CLASS.

*Best, John	Spalding N.S.
*Godwin, Lewis R.	Farnham Common S.

MISTRESSES.

A. Teachers above 35 years of age.

SECOND CLASS.

Bliss, Mary	Bugbrooke, S. (Weedon).
Burt, Elizabeth	Welwyn, N.S.
Rought, Julia	West Cowes, I. of W.

THIRD CLASS.

Collard, Louisa	Tollington Park, St. Mark's Infants S.
Franklling, Ann Maria	London, S.E., City Infant S. (Lime Street).
French, Anne	Leeds, St. Peter's, Par. Ch. Infant S.
Moseley, Anne	Beverly Minster, Girls' S.
Robinson, Catherine	Brixton, Angel Town, St. John's N.S.
Smith, Hannah	Coldhurst, Holy Trinity N.S.
Travis, Maria Louisa	Hulme, St. Philip's N.S., Manchester.
Trench, Caroline Harris	Withleigh N.S.

B. Teachers under 35 years of age.

FIRST CLASS.

Belton, Martha	Manton N.S.
Binns, Margaret	Plymouth, Charles S.
Bray, Frances Louisa	Haverstock Hill, St. Andrew's S.
Easterby, Elizabeth Mary	Ripon, Holy Trinity S.
Hayes, Matilda	Amesbury Infant S.
Jackson, Sarah Hand	Cronkbourne (Isle of Man) C.E.S.
Moore, Mary E. C.	Market Lavington (Devizes) S.
Sexey, Annie Sophia	South Petherton N.S.
Stacey, Anne	Thorpe Hamlet (Norwich) N.S.
Turner, Hannah	Norton, St. Philip Endowed S. (Bath)
Twining, Hannah	Ilsleworth Infant S.
Woodward, Sarah	Oxford, St. Clement's S.

SECOND CLASS.

Allibone, Jane	Bovey Tracey N.S.
Burr, Priscilla	Burrington S.
Bussell, Harriett	Corfe Parl. S.
Charlton, Emma	Stapleford, St. John's N.S.
Cross, Sarah Ann	Home and Colonial Practising S.
Dexter, Mary Christian	Hawkenbury Ch. S. (near Tunbridge Wells)
Ellson, Mary Ann	Birmingham, St. Luke's, Macdonald St. S.
Fernley, Clarissa	Audlem Girls' S. (Nantwich)
Gale, Caroline Groves	Bradninch N.S.
Gomm, Mary J.	Walthamstow, St. John's (Chapel End).
Griffiths, Priscilla	Berrynarbor N.S.
Grimmett, Ann	Upton, St. Leonard's Infant S.
Harrison, Mary B.	St. George-in-the-East, St. Mathew's N.S.
Herbert, Eliza L.	Wye, Lady Thornhill's S.
Hill, Julia	Bristol Training S. (former Student).
Hogan, Mary Ann	Blackburn, Holy Trinity Infant S.
Jones, Jane	Islington, Chapel of Ease S.
Jordan, Elizabeth	Crewe, Girls' S.
Julyan, Ellen Lilias	Camberwell, St. George's N.S.
Martin, Mary	Clerkenwell, St. Mark's N.S.
Perrins, Mary	Burford and Fulbrook N.S.
Smith, Catherine	Charlton, St. Luke's N.S.
Sowter, Harriette	Hulme, St. Philip's S., Manchester.
Storch, Elizabeth	Hawarden Girls' N.S.
Taylor, Martha	Ulverston, N.S.
Warrillow, Jane	Brereton Infant S.
Wright, Elizabeth Mary	St. Alban's, St. Peter's Infant N.S.

THIRD CLASS.

Abernethy, Delia	Bristol, St. Michael's Infant S.
Brooke, Hannah C.	Hollington (Uttoxeter) N.S.
Brown, Susannah A.	Denton N.S. (Norfolk).
Butcher, Ellen	Runham and Thrigby S.
Charlwood, Anne	Handsworth, St. James's N.S.
Columbine, Fanny	Sutton-in-Ashfield N.S.
Eadington, Julia	Easingwold, Ch. S.
Edwards, Maria Ann	Shaws Leasowe S. (Walsall).
Etchells, Elizabeth Frances	Stoneleigh Ch. of England S. (Kenilworth).
Fugla, Ellen	Probus N.S.
Ganly, Eliza Jane	Southampton, Trinity Girls' S.
Greenfield, Sarah Rebecca	Oxford, St. Aldate's S.
Halerow, Maria	Lissington, N.S.
Hallawell, Sarah	Salford, St. Philip's Infant S.
Hulme, Emma	Stoke-upon-Trent (Mixed S.), Mount Pleasant.
Jacomba, Sarah Elizabeth	Rotherham Infant S.
James, Marianne	South Molton Infant S.
Jones, Anne	Pentrechwyth Infant S. (Glamorgan).
Kelly, Annie	Steppingly N.S.
Kesson, Maria Jane	Brixham Infant S.
Lappin, Anne Mallan	Oxton N.S. (Birkenhead).
Lawrence, Catherine	St. Martin-in-the-Fields, Northern Dist. Inft. S.
LeCorney, Mary Anne R.	Soham Girls' S. (Ely).
Lovegrove, Rosetta	Preston N.S. (Suffolk).
Luxon, Mary	Plymstock, N.S
May, Sarah	Sandon Mixed S.
Miller, Mary	Twickenham, Montpelier Ch. of England S.

Mitchell, Eleanor Julia	Compton Waverly S. (Farnham).
Mogridge, Sarah	Brislington N.S. (Bristol).
Morgan, Sarah	Harpsden P.S. (Henley-on-Thames).
Parker, Charlotte	Great Milton N.S.
Powell, Eliza	Brecon, St. Mary's N.S.
Pye, Ann	Burnley, St. Peter's N.S.
Reed, Emma	Exmoor N.S. (South Molton).
Rose, Ellen	Paddington, St. John's Ch. of England S.
Shaw, Mary Eliza	Ardwick, St. Thomas's (Manchester).
Smith, Anne	Wednesfield Heath, Holy Trinity Ch. S.
Snell, Sarah	Llanbaff N.S.
Soame, Emily	Ascot Heath Infant S.
Sutton, Emily	Bratton N.S.
Thompson, Annie	Elton, All Saints' S.
Trudgeon, Jane Harvey	Tickenham S.
Varley, Martha	Hopesay (Ludlow) P.S.
Verrall, Georgiana	Stoke-on-Trent, Cliffe Ville S.
Walker, Louisa	Thetford N.S.
Walsh, Mary A.	Catwick N.S. (Hull).
Walters, Martha Jane	Bole N.S. (Retford).
Wardle, Mary J.	South Shields, St. Hilda's Charity S.
Warhurst, Elizabeth	Inskip N.S. (Preston).
Willby, Maria	Carleton, Forehoe N.S.
Williams, Mary Ann	Lye N.S.
Wood, Helen	Aschurch N.S.

C. Teacher (previously Certificated) who has passed in the Papers of Second Year

FIRST CLASS.

Mathew, Letitia Susanna	Sheffield, St. Mary's N.S.

SCOTCH ESTABLISHED CHURCH.

MASTERS.

Teachers, above 35 years of age, who have passed in the Papers of the First Year

FIRST CLASS.

Nasmith, John	St. Vigean's Parochial S.

SECOND CLASS.

McCurrich, Laurence	Dunning Parochial S.
Shields, Henry	Glasgow, MacFarlane Street, St. John's

THIRD CLASS.

Barlow, William	Port of Menteith Parochial S
Smart, James	Cookney Parochial S.
Smith, William	Monifieth Parochial S.
Sturrock, David	Moulin, Parish S.

Teachers under 35 years of age.

FIRST CLASS.

*Beaumont, John	Forfar, Burgh S.
Beveridge, John	Bannockburn, Subn. S.
Dunn, Charles	Alford, Parish S.
Gordon, Charles R. H. D.	Cullen, Parochial S.

SECOND CLASS.

Beaton, Lewis	Strichen, Parish S.
Bruce, William R.	Urquhart, Parish S.

Dickson, John G.	Lochgelly, Iron Company's
Fraser, James	Elchies S.
Hutchinson, Alex.	Dairsie, Parish S.
Hutchinson, James	Stonehouse Parochial S.
McKean, James	Auchenbowie and Plean S.
McNaughton, John	Kirkbean, Parish S.
Marshall, Robert	Port William S.
Pithie, James M.	Aberdeen, Dr. Bell's S.
Robbie, John	Coull, Parochial S.

THIRD CLASS.

Cunningham, James	Redding, Village S.
McDonald, Duncan (G)	Corran of Ardgour, S.
McNaughton, Alex.	Dull, Parish S.
Robertson, Robert P.	Edinburgh Estd. Ch. T. S. (former Student).
Wilson, Edward S.	Galston, Cross Roads Subn. S.
Yuille, James B.	Eaglesham, Parochial S.

MISTRESSES.

A. Teachers above 35 years of age.

THIRD CLASS.

Michael, Grace	Gilmerton Female S.
Whyte, Margaret	New Pitsligo Female S.

B. Teachers under 35 years of age.

SECOND CLASS.

Sinclair, Ellen	Monifieth Female S.

THIRD CLASS.

Bruce, Mary	Muirland Sessional S.

BRITISH AND WESLEYAN SCHOOLS.

MASTERS.

Teachers above 35 Years of age, who have passed in the Papers of the 1st Year

THIRD CLASS.

Crebbin, David J.	Eastbrook Wesleyan S.
Herridge, Alfred	White Abbey Wesleyan S.
Kelly, James	Newchurch, Mechanics' Institution, B.S.
Langford, Charles	Liverpool Hackins Hey, Free S.
Stocks, William	Leicester, Hill Street, B.S.
Wightman, Thomas	Risley Presbyterian School.

Teachers under 35 Years of age.

FIRST CLASS.

Poppleston, Thomas H.	Plymouth, Public Free S.

SECOND CLASS.

Garner, Samuel	Brigstock, Farming Woods S
Williams, John	Droylesden B.S.

THIRD CLASS.

Ainsworth, Henry	Bethnal Green, Abbey Street, B.S.
Burn, John	Middlesboro'-on-Tees, B.S.
Ekkert, Christopher	Warrington, British S.
Foster, James	Bethnal Green, Abbey Street B.S.
Jones, Lewis	Dyffryn, B.S.
Melmer, William	King Stanley B.S.

Teacher (previously certificated) who has passed in the Papers of the 2nd Year.

SECOND CLASS.

*Leetham, William	Margate, B.S.

MISTRESSES.

A. Teachers above 35 Years of age.

SECOND CLASS.

Minnis, Anne	Bath, Trim Street Chapel S.

THIRD CLASS.

Marshman, Anne Goodland	St. Ives, Wesleyan Infant S.

B. Teachers under 35 Years of age.

FIRST CLASS.

Bush, Annie	Llanelly, B.S.

SECOND CLASS.

Richmond, J. S.	Cyfarthfa, Girls' S.
Sinnister, Anne Buckley	Hurst, B.S. (Ashton-under-Lyne).
Williams, Grace	Liverpool, Prince Edwin Street, B.S.

THIRD CLASS.

Buchanan, Catherine	Chesham, Girls' B.S.
Whyte, Margaret	Swinton, Presbyterian School.
Wood, Mary Anne	Apsley Guise, B.S.

C. Teacher previously certificated) who has passed in the Papers of the 2nd Year.

THIRD CLASS.

Blyth, Mary Anne	St. Neots, Wesleyan Infant School

ROMAN CATHOLIC SCHOOLS.

MASTERS.

Teachers, above 35 Years of age, who have passed in the Papers of the 1st Year.

SECOND CLASS.

McCarthy, John C.	Berwick-on-Tweed, St. Cuthbert's R.C.S.

THIRD CLASS.

Sievewright, Robert Henry	Birmingham, St. Mary's R.C.S.

Teachers under 35 Years of age.

THIRD CLASS.

Collins, Martin	Stella, R.C.S.
Cullinan, Patrick	Birmingham, Oratory.

MISTRESSES.

Teachers under 35 Years of age.

FIRST CLASS.

*Fitzpatrick, Julia.	Birkenhead, St. Werburgh's R.C.S.
*Hartigan, Mary.....	Liverpool, Mount Pleasant, Training S.
Hayes, Ellen	Sheffield, St. Vincent de Paul, R.C.S.
Livsey, Catherine	Liverpool, St. Nicholas R.C.S.
*Perry, Jane (D)	Liverpool, St. Thomas and St. William, R.C.S.

SECOND CLASS.

Dobson, Mary Elizabeth.....	Hull, St. Joseph's R.C. Infant S.
Drysdale, Fanny	North Shields, R.C.S.
*Laumayer, Emily	Burnley, St. Mary's, R.C. Infant S.
Odoux, Flore	Bath, St. John's, R.C.S.
*Rees, Charlotte	Birkenhead, St. Werburgh's, R.C.S.
Tadman, Amelia	Brighton, St. Mary's, R.C.S.
Windsor, Isabel Maria	Southport, St. Mary's, R.C.S.

THIRD CLASS.

Connolly, Catherine	Birkenhead, St. Werburgh's R.C.S.
Dunbar, Margaret	Appleton, St. Bede's, R.C.S.
Gallagher, Catherine.....	Birkenhead, St. Werburgh's R.C.S.
Gerard, Jane.....	Falkirk, St. Francis Xaviers' R.C.S.
Heelan, Bridget.....	Salford, St. John's R.C.S.
Lawe, Mary Ann.....	Leeds, St. Ann's R.C.S.
Reddan, Mary Cecilia	Sutton, St. Ann's R.C.S.
Shacklock, Sidonia	Burnley, St. Mary's R.C.S.
*Stack, Julia.....	Salford, St. John's R.C.S.
Tandy, Sarah	Birmingham, St. Chad's R.C.S.
Turner, Margaret.....	Holywell, St. Winifred's R.C.S.

SCOTCH EPISCOPAL CHURCH.

MASTERS.

Teachers under 35 Years of age.

SECOND CLASS.

Barrett, Joseph	Cally, Episcopal S.

THIRD CLASS.

Anderson, James S.....	Edinburgh, St. James' Episcopal S.

Teachers (previously certificated) who have passed in Papers of 2nd Year.

THIRD CLASS.

Davidson, James	Edinburgh, St. Andrew's Hall, Practising S.
Simmins, Jacob	Edinburgh, St. James' Episcopal S.

MISTRESS.

Teacher under 35 Years of age.

FIRST CLASS.

Ellis, Mary Ann	Forres, Episcopal S.

SCOTCH FREE CHURCH.

MASTERS.

Teachers above 35 Years of age, who have passed in Papers of the 1st Year.

SECOND CLASS.

Menzies, William	Kingarth, F.C.S.

THIRD CLASS.

Arthur, Adam N.	Dunoon, F.C.S.

Teachers under 35 Years of age.

FIRST CLASS.

Bain, Peter	Tain, F.C. Congregational School.

THIRD CLASS.

Adie, William	Aberdour, F.C.S. (Aberdeen).
Black, David	Colliston, F.C.S.
Campbell, William	Findhorn, F.C.S.
Gemlie, Andrew	Port Bannatyne, F.C.S.
Holburn, James	Stewartown, F.C.S.
McCagie, Robert P.	Bridge of Allan, F.C.S.
Nisbet, Robert	Porcetou, F.C.S.
Robertson, Duncan	Balmaghie, F.C.S.
Stewart, James H. F.	Rosemarkie, F.C.S.

Teacher (previously certificated) who has passed in the Papers of the Second Year.

SECOND CLASS.

McCracken, William	Killereggan, F.C.S.

MISTRESSES.

Teachers under 35 Years of age.

SECOND CLASS.

Russell, Margaret	Port Ellen, Infant S.

THIRD CLASS.

Macleod, Isabella	Edinburgh, Free Church Training S. (former Student).

RESULT OF EXAMINATION OF CANDIDATES FOR GRANTS OF APPARATUS.

Name.	School.	Subject.	Grant
Heller, Thomas E.	Cheltenham, Model S.	Chemistry ..	Highest
Martin, William	Woodhill, Ch. of England S.	Ditto	Ditto
Cook, Charles L.	Beckley N.S.	Chemistry ..	Middle
Devonshire, John H. ..	Mintern Street (New North Road) Wesleyan S.	Ditto	Ditto
Garaway, Francis	Ashford, New Town, S.E. Railway N.S.	Ditto	Ditto
Gledhill, Joseph	Whitechapel, St. Mark's N.S.....	Ditto	Ditto
Knox, John.....	Crieff, Taylor's Institution.....	Ditto	Ditto

RESULT OF EXAMINATION OF CANDIDATES FOR DRAWING CERTIFICATES.

I. Candidates who hold Certificates of Merit.

CERTIFICATES.

Name.	School.
Baker, William	Islington, St. Bartholomew's, N.S.
Broadway, Martha A.....	Regent's Park, Little Albany Street, St. Ann's, R.C.S.
Dodd, William.....	Shirley, Ch. of England (Warwick).
Gordon, Emily Olympia.....	Lea, R.C.S.
Jay, Jacob.....	Cobham, Earl of Darnley's S.
Keating, Mary	Lincoln's-Inn-Fields, Gate Street, R.C.S.
Larcombe, Richard J.....	Hampstead, N.S.
Masters, John.....	Banbury, N.S.
Robson, Thomas	Chiswick, N.S.
Wright, George	Leeds, North Hall, St. Andrew's, N.S.

PRIZES.

Alvey, Samuel	York Training S. (Student of 2nd Year).
Bailey, James.....	Westminster Wesleyan Practising S.
Bell, Thomas Edward.....	Westminster Wesleyan Practising S.
Bottom, Charity.....	Coventry, St. Michael's, Girls N.S.
Bottom, William	Coventry, St. Michael's N.S.
Bustin, Richard	Culham (Student of 3rd Year).
Carman, Benjamin	Chichester (Student of 2nd Year).
Clark, John James.....	Nayland, B.S.
Curtis, Henry.....	Chelsea (Student of 2nd Year).
Derrick, Caroline.....	Home and Colonial Training S.
Dickinson, Robert.....	Lumley, N.S.
Ellis, Emma	Braintree, B.S.
Fernley, Jesse.....	Audlem, B.S.
Francis, William	Sherston, B.S.
Gladman, Frederick John.....	Godalming, B.S.
Gregson, Thomas	Chester (Student of 2nd Year).

Hammond, Matthias	Hemwick, N.S.
Hanson, Shaw	Birmingham, Messrs. Chance's S.
Harris, William	Cardigan, B.S.
Hastie, Archibald	Glasgow, Estd. Ch., T. S. (Student of 2nd Year).
Heathman, Richard John	Swinton, N.S.
Herd, John	Chelsea (Student of 2nd Year).
Hugh, William	Cripplegate, Chapel Street, Domestic Mission.
Humphrey, William	Millbridge, N.S.
Jackson, Catherine S.	Salisbury Training S.
Lewis, John	Highnam, N.S.
Lord, William	York (Student of 2nd Year).
Mawbey, Henry	Bangor, St. Paul's Wesleyan S.
Moxon, John	York (Student of 2nd Year).
Newsham, James	Chester (Student of 2nd Year).
Orford, George	Churchill and Sarsden, N.S.
Peak, Peter L.	Woodside, N.S.
Preston, Thomas	Durham, Model S.
Priestly, William	Earl's, Heaton, N.S.
Robinson, Edward	York and Ripon, Model S.
Smith, David	Clapham, St. David's, P.S.
Taylor, Daniel	Chester (Student of 2nd Year).
White, William	Culham (Student of 2nd Year).
Wilson, Thomas William	Cheltenham (Student of 2nd Year).
Worthington, Henry	West Cowes, N.S.
Wroot, Charles	St. Alban's, B.S.

II. Candidates who do not hold Certificates of Merit.

PRIZES.

Agar, Willison	Culham, Training S. (Student of 1st Year).
Baines, Aveling	Culham, Training S. (Student of 1st Year).
Beech, Mary A. P.	Westminster, Wesleyan Training S.
Bennett, Ann	Brighton, Training S.
Brown, Barnaby	Carmarthen Training S. (Student of 1st Year).
Brown, William	Carmarthen Training S. (Student of 1st Year).
Chambers, Thomas	Edinburgh, Free C. Training S.
Clements, James	Chichester Training S. (Student of 1st Year).
De Russett, Rosina	Home and Colonial Training S.
Elliott, Ellen	Home and Colonial Training S.
Elsby, Miles P.	Bury, St. John's, N.S.
Gale, Edwin	Bradninch, N.S.
Hall, James J.	Westminster, Wesleyan Training S.
Harry, Evan	Carmarthen, Training S. (Student of 1st Year).
Henderson, Robert	Edinburgh, Estabd. Ch. S.
Holmes, Robert	Chester Training S. (Student of 1st Year.)
Jenkins, John	Carmarthen Training S. (Student of 1st Year).
Jenkyns, William	Carmarthen Training S. (Student of 1st Year).
Kimpton, John	Saltley Training S. (Student of 1st Year.)
McGrigor, John R.	Eskadale, St. Mary's, R.C.S.
Outeridge, Sarah	Borough Road, Training S.
Pierce, William	Carnarvon Training S.
Pool, George A.	Chelsea, St. Mark's S.
Shore, Thomas W.	Churcham and Bulley, N.S.
Taylor, Thomas	Winchester Training S. (Student of 1st Year).
Tookey, Annie E.	Westminster, Wesleyan Training S.
Treacher, Charles	Culham Training S. (Student of 1st Year).

December, 1860.

Syllabus for Male Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 10th of December, 1860.

Syllabus of Subjects in which Students in training, and other Candidates for Certificates of Proficiency as Teachers in Elementary Schools are examined.

FIRST YEAR.

The Holy Scriptures.

1. The History, Chronology, and Geography of the Bible.
2. More particularly (*December* 1860) the text of St. Luke's Gospel.

*The Catechism and Liturgy.**

1. The text.
2. The scriptural authorities.

* The examination in the Liturgy is to be limited to the Morning and Evening Services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

Church History.

The outlines of the History of the Reformation in Great Britain, and of Church History in the fifteenth and early part of the sixteenth centuries.

Reading.

To read with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *Mr. Warren's "Select Extracts from Blackstone's Commentaries,"*† from Sir J. Herschel's "*Discourse on Natural Philosophy,*" or a passage from, *The Spectator.*

Penmanship.‡

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand.
2. A passage in small hand.

Arithmetic.

1. To prove the usual rules from first principles.

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† In Scotland the four Appendices to Hume's History of England which follow Chapters III. XI., XLIV., XLIX. respectively, if preferred as an alternative.

‡ Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine copper-plate engraving.

2. To compute with precision and accuracy.
3. To make (with a knowledge of the principles) simple calculations in Mensuration.§

*School Management.**

1. To answer, in writing, questions on the expedients to be used for the purposes of instruction in reading, spelling, writing, and other elementary subjects.
2. To draw up time tables for use in a school under given circumstances.

English Grammar.†

1. Its principles.
2. To parse (*December*, 1860) a passage from the Chapter on "*The Rights of Persons*,"

§ The examples are taken from a "Builder's Price Book."

* Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† All the answers made by the students on whatever subject (not confined to mere figures) will be examined as evidence not only of their knowledge of the particular subject, but also with a view to determining the marks to be allowed to them for grammar and composition. The power of writing plain and clear sentences, with correct syntax, orthography, and punctuation, is the immediate object of grammar.

The greater part of the questions proposed on grammar will be founded on words or sentences taken from the work specified. It should be carefully read through, therefore, in short portions, as so many *exercises in language, in illustration of the English Grammar used in the College*, just as the Greek or Latin classics are read in public schools.

in Warren's Extracts from Blackstone,* *or* from Sir J. Herschel's *Discourse on Natural, Philosophy*. In *December*, 1860, Chapter I., Part II.

3. To paraphrase the same passage.

Geography.

1. To be able to describe† and draw § the map of the four quarters of the globe, and the map of each country in Europe.

2. To answer general questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1860, *America*.

History.

The outlines of the History of England (to be known thoroughly).

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

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* In Scotland, one of the Appendices from Hume's History of England may be taken, if preferred, in lieu of this work. In December 1860, the appendix following Chap. XLIV. The paper will contain *three* passages, viz.: one from Blackstone, Herschel, and Hume, respectively. Candidates must confine themselves to *one* of these passages. The subject-matter of the chapter selected, as well as the grammatical analysis, should be mastered, with a view to questions that may occur in other papers.

† The word "describe" is meant to be confined to *words* written, as distinguished from *drawing*.

§ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

Euclid.

The first four books.

*Algebra.**

As far as quadratic equations (inclusive); with problems.

Drawing.

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February, 1857:—

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.

Vocal Music.†

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* *Instead of* (but not in addition to) this subject, students may be examined in Latin as far as the end of page 84 of Yonge's "Eton Grammar" (E. P. Williams, Eton). This Grammar is mentioned only for the sake of defining the extent of knowledge required, viz., accidence, concord, genders of nouns, perfect tenses and supines of verbs. The paper will be confined to grammatical questions and to exercises within the limit prescribed.

† This *paper* will not be given to any candidate who does not produce a certificate, signed by the principal of the training school *that he can sing, or can play on some instrument.* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Second Year.

The Holy Scriptures.

1. The Acts of the Apostles.
2. The Epistle (*December* 1860) *to the Romans.*

Church History.

In England, *The Book of Common Prayer: its history, language, and contents.*
In Scotland, *The History of the Church to the Council of Chalcedon.*

Reading.

To read with a distinct utterance, with due attention to punctuation, and with a just expression, a passage from Milton's "Paradise Lost," or from Shakespeare, *and* a passage from the Spectator.

Penmanship.

(As in First Year.)

*Arithmetic.**

1. The use of Logarithms.
2. Compound interest and annuities.
3. Methods of teaching Arithmetic generally.

School Management.†

1. To teach a class in the presence of the Inspector.

* Candidates who have taken Latin in the first year, will not be allowed to take this paper. They must again take the Arithmetic paper, or the Algebra paper, of the first year instead; and must take English Literature or Latin as their *alternative* subject (if any) of the second year.

† Passages taken from the Reading Lesson-books commonly used in schools will be given in

2. To answer questions in writing on the following subjects:
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making Returns from, School Registers.
3. Questions of moral discipline.

English Grammar and Composition.

1. To paraphrase (*December*, 1860) a passage from *Milton's "Paradise Lost," (Book I.), or from Shakespeare's "Julius Cæsar."*¶
2. To analyze the same passage (according to Mr. Morell's work).‡
3. To answer questions on the style and subject-matter of the work, or part of work, named.

Geography.

1. Physical.
2. Political. } of the British Empire.
3. Commercial.
4. Elementary propositions in Geography, which depend upon Astronomy for explanation.††

the papers on all subjects which admit of it, and candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

¶ A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ "The Analysis of Sentences explained and simplified." Longman, London.

†† This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals upon the same subject, and most of the Text Books on Geography contain a chapter which may be made to convey the necessary information in the hands of a good lecturer.

History.

A paper of questions will be given such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.) The paper will be divided into five sections, each section containing not less than five questions. The sections will reach (1) to the battle of Hastings, (2) battle of Bosworth, (3) death of Charles the First, (4) death of Queen Anne, (5) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to deepen and quicken *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

Drawing.§

(As in First Year.)

1. Free hand drawing from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

Vocal Music. ||

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§ Candidates may not work again exercises for which they have already been registered by the Department of Science and Art *since 24th February*, 1857, but must confine themselves to the other exercises.

|| This *paper* will not be given to any candidate who does not produce a certificate signed by the principal, *that he can sing or can play on some instrument.* Acting teachers who are candidates must pro duce a similar certificate from some competent person, such as the organist of their church, &c.

Alternative subjects† of the second year, *in one only* of which students will be examined.

Physical Science.*	Mechanics.	Mathematics.	English Literature.	Latin.
1. General properties of matter. 2. Inorganic Chemistry, with the rudiments of heat, light, electricity, and galvanism. 3. To explain the construction and use of common instruments, such as an air-pump, a thermometer, a barometer, a microscope (simple and compound), a telescope, an electrifying machine, a galvanic battery.‡	1. The mechanical powers, and the most common modes of applying them (to produce equilibrium). 2. Accelerated motion of gravity, pendulums, centrifugal force. 3. To answer questions on simple mechanism (contrivances for modifying motion) occurring in machines which are in common use for domestic, agricultural, or manufacturing purposes.‡	1. The sixth Book of Euclid, with problems in the first four books. 2. The subjects which follow quadratic equations in Lund's edition of Wood's Algebra. 3. Trigonometry. Solution of Triangles. Use of the Tables. Use of levelling and surveying instruments. Practical Problems of Trigonometry and Surveying.	The History of English Literature from Chaucer to Milton, inclusive, with (in 1860) *The Essays of Bacon*, and three plays of Shakespeare, viz., *King Lear*, *Merchant of Venice*, and *Hamlet*. This exercise will be an extension of that headed "English Grammar and Composition," being similar to it in character, but with more especial reference to style and subject matter.	1. To the end of Yonge's Eton Grammar (supra). 2. An easy passage of Latin prose, and another of Latin poetry, will be given for literal translation into English, and simple grammatical questions will be founded thereon. SUBJECTS. *Cæsar de Bello Gallico.* For 1860, *Books II. & III.* *Virgil.* For 1860, *Æn.* 3. *No* marks will be given for *translation* in cases where a fair proportion of the *grammatical questions* are not thoroughly answered.

Third Year.

Queen's Scholarships are not renewable beyond the second year. But the Principals of Training Schools who choose to retain Students who have passed the second year's examination, may obtain at the end of the third year the same allowances for their examination as at the end of the second, on the following conditions:—

1. At the end of the third year they must again take Second Year's papers, and must obtain *excellent* for at least one paper, and not less than *good* in at least three others; of which four Papers that on *School Management* must always be one. No Special Papers will be printed for the Third Year.

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† These subjects not being indispensable in obtaining a Certificate, *no* marks will be given for papers which fall below the standard of *fair*.

* No training school will be allowed to present candidates for examination in this subject if the Inspector reports that the institution is without sufficient apparatus to give experimental instruction. The following works are named as indicative of the subjects to which the examination will be limited, but not as the only works in which the same subjects may be studied for the purpose; viz., Dr. Wilson's Treatise on Chemistry, and the Elements of Natural Philosophy by Dr. Golding Bird and C. Brooke. (Churchill.)

‡ If large diagrams, showing the internal structure of each machine or instrument, and lettered to correspond with the paragraphs of a succinct explanation at the foot, were hung on the walls of rooms frequented by the students, such knowledge would be imperceptibly acquired and perfected. The diagrams might be produced, or multiplied, by the students themselves.

2. They must perform the oral exercises of *reading*, and of *teaching a class* before the Inspector, in the same manner as Students of the Second Year.

3. Subject to these conditions, they may omit particular subjects of the Second Year at their discretion.

SCALE OF MARKS.

(*Minutes* 1856-7, *p.* 7.)

"Among the subjects of Examination are some, a knowledge of which the Committee of Council consider so essential to the due discharge of the duties of a Schoolmaster, that a failure in any one of them is held to be sufficient to deprive the Candidate of all claim to a place in the Class List, however superior his other Papers may be. These subjects are specially distinguished by an asterisk.

"The Paper on School Management might, perhaps, be thought to deserve a higher number of Marks than any other. This would be true if the subject of that Paper did not enter largely into all the others. A large proportion of the Marks depends on the degree in which the Candidate shews himself by his answers to be capable of applying each subject to the purposes of Elementary Instruction.

"Proficiency in a few subjects is valued more highly than mediocrity in many. Their Lordships are obliged to admit many subjects into the Programme in order to leave the course of study as free as possible. But in no case do two papers marked "Moderate" receive as many Marks as would have been given to one of them marked "Good."

	ım number of Marks place in the Class List	First Year	Second Year.
Religious Knowledge {The Bibl Liturgy,	.....	300	350
Arithmetic	.....	450	500
Grammar and English	.....	600	650
School Management			
Reading			
Spelling			
Penmanship			
Report on Class Teach			
History			
Geography			
Geometry			
Algebra or Latin			
Physical Science, Ma English Literature,			
Drawing			
Music			

* Excludes Candi

† "Excellent" is of "Fair," "Moderate," and "Imperfect," with proportionate numerical

December, 1860

Syllabus for Female Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 10th of December 1860.

Syllabus of Subjects in which Female Students in training, and other Candidates for Certificates of Proficiency as Teachers in Elementary Schools, are examined. **Those subjects to which a date (1860) is added are liable to vary from year to year.** ***A revised syllabus will be issued before the beginning of each year.***

First Year.

Religious Knowledge.

1. One portion of the Pentateuch. *Deuteronomy* for 1860
2. Outlines of Old Testament history, and the chief types and prophecies referring to our Lord.
3. One Gospel:—*St. Luke* for 1860.
4. The Acts of the Apostles to the end of chap. xiv.

Second Year.

1. The 2nd part of Isaiah from chap. xl. for 1860.
2. The Gospel appointed for the first year.
3. The Acts of the Apostles.
4. Two Epistles.—For 1860, the *Philippians and 1st of St. Peter.*

First Year.

Catechism, Liturgy, and Church History.*

1. The Catechism, with Scriptural illustrations. The answers to be prepared in the form of lessons to girls between 10 and 13 years old.
2. The order and contents of the Daily Service.
3. First 12 Articles, with Scriptural proofs and illustrations.

Second Year.

1. The Catechism, as in the first year.
2. The history and contents of the Prayer-book.
3. The Articles, with Scriptural proofs and illustrations.
4. The chief events in the history of the Church of England.

Penmanship.

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand.
2. A passage in small hand.

Note.—This exercise will be marked with reference to the penmanship in general, as well as to the two exercises here specified. Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

First Year.

English Language, Grammar, and Literature.

1. The classification and inflection of words. A knowledge of Latin or Greek roots is *not* required.
2. Analysis of simple sentences.
3. Syntactical parsing.
4. A Paraphrase.

The examples for these exercises will be taken, in 1860, from the *fifth* book of *Cowper's Task*, or from *Goldsmith's Traveller and Deserted Village* (*together*). Either author, not both, may be selected by candidates.

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* For the Presbyterian colleges of Scotland, the questions will be confined to the Shorter Catechism and to the ecclesiastical history of that part of the United Kingdom. This and the preceding subject (Religious Knowledge) do not enter into the examination of British and Foreign, Wesleyan, or Roman Catholic colleges.

Second Year.

1. The classification and inflection of words. A knowledge of Greek and Latin roots is *not* required.
2. Analysis of complex sentences.
3. Syntactical parsing.
4. A paraphrase.

The examples for these exercises will be taken, in 1860, from the *first* book of *Paradise Lost* and from the *first* book of *Wordsworth's Excursion.* Either author, not both, may be selected by candidates.

Reading. To *repeat from memory* with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *the work selected for the exercise in Grammar,* and to *read* a portion of some *prose* writer. The candidate may name for the exercise in repetition any 100 continuous lines, or any number of separate passages amounting together to 100 lines, and the inspector will select a passage out of the 100 lines named.

First Year.

School Management. 1. The methods and principles of teaching all elementary subjects.
2. *Notes of Lessons.*

Second Year.

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making Returns from School Registers.
3. Questions of moral discipline.

Note.—Only a per centage of the marks to which this paper, as a written exercise, would be entitled, will be given in the case of those students who do not file with their answers a certificate signed by the mistress of the Practising School or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the college, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

English History.

FIRST YEAR.

1. Elementary facts and general outline.
2. The reign of Charles I. (in 1860).*

SECOND YEAR.

1. From the Accession of James I. (of England) to that of Charles II.

Geography.

FIRST YEAR.

1. The Physical and Political Geography of Great Britain and Ireland.
2. Europe in general.
3. Map drawing, confined to these subjects.

SECOND YEAR.

1. The British Empire and its dependencies.
2. The Map of the World; one quarter of the Globe in greater detail. For 1860, *North America.*
3. The chief phenomena of Physical Geography and their causes.
4. Map drawing, confined to the portions of the world named in section 1 and (1860) *North America.*

Domestic Economy.

FIRST YEAR.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

SECOND YEAR.

1. Duties of Servants.
2. Household Expenses of labouring man with family.
3. Savings' Bank,—the nature of interest,—why high interest denotes insecurity of investment.
4. Practical rules (personal and domestic) for the preservation of health.

One paper will be set for both years. The division is made in order to encourage *the systematic and progressive instruction of those students who are in training for two years.*

Note.—Only a per-centage of the number of marks to which this paper, as a written exercise, would be entitled, will be given in the case of those students who do not file with their answers a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

* The papers will contain questions on the contemporary history of Scotland.

Sewing and Cutting out.

The exercises in needlework will be the same for both years, and will include cutting out.

Arithmetic.

FIRST YEAR.

Practice and Bills of Parcels.
Proportion, Simple and Compound.
Vulgar Fractions.
Decimal Fractions.
Simple Interest.

SECOND YEAR.

Same paper as for first year, with the addition of book-keeping.

Drawing

FIRST YEAR.

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.

SECOND YEAR.*

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training colleges* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises will be marked in precisely the same manner as heretofore, and the marks will be kept on record until after the next December examination, and will then be carried to each candidate's total, for a certificate.]

Vocal Music.

No *paper* will be given to any candidate who fails to produce a certificate, signed by the principal, *that she can sing, or can play on some instrument.* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

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* Candidates may not work again exercises for which they have already been registered as successful by the Department of Science and Art *since 24th February* 1857, but must confine themselves to the other exercises.

INFANT SCHOOLS.

AT THE COUNCIL CHAMBER, WHITEHALL,

The 24th day of April, 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL.

THEIR Lordships had under consideration the means of encouraging the special preparation of female teachers for infant schools, without thereby lowering the standard of attainment hitherto required from candidates for the office of teacher in girls' schools, or inducing the authorities of the training colleges under inspection to present those students principally for examination as teachers of infants who might appear to be the worst qualified to pass the examination prescribed for teachers of girls.

Resolved,—

To cancel the Minute dated 29th April, 1854, and, in lieu thereof, to provide as follows :—

I. That no training college be admitted to the benefit of this Minute until Her Majesty's Inspector shall have reported, and their Lordships shall be satisfied, that it provides a separate and complete course of training for females intended to take charge of infant schools.

II. That the college authorities specify a maximum number, to be approved by my Lords, for the class in training for infant schools.

III. That Queen's scholarships of the second class be offered in the Infant Department to the following candidates; viz.:—

a. Pupil teachers who have been apprenticed to, and have satisfactorily completed their apprenticeship under, mistresses of infant schools.

b. Other candidates, not exceeding ten per cent. of the number specified under paragraph II., who must have completed the eighteenth year of their age and must satisfy Her Majesty's Inspector that their manners and address are primâ facie suitable for dealing with very young children. Such other candidates must also show that they can—

1. Read an easy narrative with fluency, correct pronunciation, and intelligence.
2. Write simple sentences from dictation correctly.
3. Work easy sums correctly in the four first rules, simple and compound.

Her Majesty's Inspector will examine such other candidates at the Training College *in January* of each year.

IV. That any ordinary female Queen's scholar, on entrance, be at liberty, with the

consent of the college authorities, to join the class in training for infant schools, without prejudice to the value of her scholarship, but subject to the other consequences hereinafter mentioned.

V. That students who are admitted by the college authorities, on payment of the usual fees or otherwise, into the class under training for infant schools, stand on the same footing as Queen's scholars in that class, as regards all the consequences hereinafter mentioned.

VI. That the whole of the class under training for infant schools pass a special examination upon paper about *Michaelmas* in each year, according to the Schedule hereto annexed.

VII. That the papers worked be referred to the Inspector who is charged with inspecting the given training school.

VIII. That the Inspector attend at the training school, in the first week of *December* in each year, in order to report upon the skill exhibited by the same candidates in teaching and managing a portion of the model infant school in his presence.

The Inspector will also (at his discretion) examine each candidate orally, with special reference to the instruction of infants, in any of the subjects comprised in the written examination.

He will also hear the candidate read, and will note the correctness of her language in addressing children.

The candidate will also be expected to shew, upon this occasion, such a knowledge

of *Vocal Music* as will enable her to lead the infants in singing the ordinary hymns and school songs, and such a knowledge of *Drawing* as will enable her to illustrate Object Lessons on the black board.

IX. That after consideration of the Report of Her Majesty's Inspector, the candidates who appear to their Lordships to be qualified, and who have continued in the class under training for infant schools from the beginning of the year until after the Inspector's oral examination, be passed for service in infant schools only, and that grants be allowed on their account according to the following scale :—

Candidates examined as Teachers in Infant Schools.

Grants	First Class	Second Class
To the College	£13.....	£8.
To the Candidate; while engaged in an infant school (only) under inspection	Augmentation on the same terms as for other candidates of one year's training	£8; and infant School under her charge may receive capitation grant pursuant to Minutes of April 2, 1853, and January 26, 1856

Candidates admitted to the first class must (in addition to high merits in the peculiar qualifications of an infant school teacher) pass the written examination with

credit. They will be allowed (in an infant school only) to receive pupil teachers; but candidates in the second class will not be allowed to do so.

X. That no school be treated as an infant school in which there are children on the books of more than seven years old, or in which the instruction shall not be reported by Her Majesty's Inspector to be specially and exclusively adapted to children under that age.

XI. Teachers who were in charge of infant schools before 29th April, 1854, and who have continued uninterruptedly in charge of such schools up to the time of their presenting themselves, may attend the examinations mentioned in paragraph 5.

The Minutes ordinarily applicable to annual grants from the Parliamentary Fund for Education apply (as a general rule) to grants under this Minute in all cases which are not otherwise provided for.

SCHEDULE referred to in the preceding Minute.

Written Exercises must be performed on the following subjects :—

1. *Holy Scriptures for* 1860.

One of the four Gospels, and the Acts of the Apostles. *St. Luke.*
Some historical portions of the Old Testament. *Deuteronomy.*
Church Catechism (*for Church of England Students*).

Additional for First Class.

One Epistle. 1 *St. Peter.*

The Daily Morning and Evening Service (*for Church of England Students*).

In January of each year the portions of Scripture which are intended to form part of the examination will be specified.

2. *The Theory and Practice of Teaching Infants, and of Conducting an Infant School.*

3. *Lessons on Objects, Trades, Manufactures, and Domestic Economy.*

4. *Language.*

For Second Class.

Parts of Speech with Inflections.

For First Class.

Syntactical Parsing, Analysis of Sentences, and a simple Paraphrase.

5. *Penmanship.*

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand.
2. A passage in small hand.

6. *Arithmetic.*

For Second Class.

First Four Rules, Simple and Compound, with Explanation of the Arithmetical Process in each case.

First Class.

Practice, Proportion, and Vulgar Fractions.

7. *Geography.*

First Class Only.

Europe and general outlines.

Map drawing, confined to British Isles and Palestine.

8. *Natural History.*

The human body.

Common Animals.

Common Plants and Minerals.

Conditions affecting health.

9. *Sewing.*

Four hours will be devoted to the examination of the candidates in sewing and cutting out.

Evidence of the power of clearly and accurately presenting the first elements of knowledge to the minds of very young children will be especially required as a condition of success in the examinations.

COMMITTEE OF COUNCIL ON EDUCATION.

EXAMINATION, CHRISTMAS 1860.

I.

QUESTIONS PROPOSED TO CANDIDATES

FOR

QUEEN'S SCHOLARSHIPS.

II.

QUESTIONS PROPOSED

TO

STUDENTS IN TRAINING COLLEGES AND TEACHERS IN CHARGE OF SCHOOLS.

III.

LISTS OF SUCCESSFUL CANDIDATES.

IV.

SYLLABUS OF SUBJECTS OF EXAMINATION, FOR CHRISTMAS, 1861.

By Authority.

LONDON:

PRINTED BY FORD & TILT,

52, LONG ACRE,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY

LONGMAN, BROWN, GREEN, LONGMANS, AND ROBERTS.

39, PATERNOSTER ROW, E.C.

1861.

(Price Sixpence).

EXAMINATION
OF CANDIDATES
FOR
QUEEN'S SCHOLARSHIPS.

CHRISTMAS, 1860.

RELIGIOUS KNOWLEDGE.

Three hours allowed for this Paper.

Candidates may not answer more than *one* question in each section.

SECTION I.

1. Give an account of the communications and manifestations made by God to Jacob.
2. Write out the prophecies of the Messiah in the book of Genesis, and their fulfilment.
3. Describe particularly the Ark of the Covenant. Give a sketch of its history.
4. Give instances from the books of Genesis and Exodus of God's readiness to hear prayer.

SECTION II.

1. By what miracles were the Israelites assisted in the conquest of the Holy Land?
2. Enumerate the persons raised up by God to deliver the Israelites from the Philistines. Give a particular account of one of them.
3. Write out the prophecies and miracles of Elijah.
4. State simply, as to a class of children, the principal lessons to be learnt from the character and life of Samuel.

SECTION III.

1. Give an account of our Lord's conversation with the woman of Samaria.
2. Describe particularly all that occurred at the Transfiguration. What was its significance?
3. Give an exact account of the circumstances attending the raising of Lazarus.
4. Give an account of the miracles of St. Paul.

SECTION IV.

1. Quote, separately, from the Gospels, Acts of the Apostles, and Epistles, texts which describe the necessity and efficacy of Christ's atonement.

2. Show, in detail, from our Lord's character and history, how he is to us an ensample of godly life.

3. What does our Lord himself teach us of the mission and work of the Holy Ghost?

4. What does Christ teach us respecting prayer? What parables are on this subject?

SECTION V.

1. Into how many parts may the Church Catechism be divided? State succinctly the subject of each of the parts, with the connection between them.

2. "And in Jesus Christ, His only Son, our Lord." Give a full explanation of these words, with illustrative texts.

3. Write out the definition of a Sacrament from the Catechism. Show how the definition applies to Baptism and the Lord's Supper.

4. Write out, as for a class, questions and answers on our duty to our neighbours, from the beginning to the words "to order myself lowly and reverently to all my betters."

SECTION VI.

1. "To hear His most Holy Word." State all the opportunities for doing this afforded during the course of the ordinary Church service.

2. What does the word Litany mean? Into what parts may the Litany be divided? Quote from the Litany petitions asking things necessary for the body, and also for the soul.

3. Quote from the Liturgy passages shewing the Divinity and the Offices of the Holy Ghost.

4. Explain, as to children, the meaning of the "Sentences," "Exhortation," "General Confession," and "Absolution."

SECTION VII.

(SCOTLAND).

N.B. *Two Questions to be answered, in place of Sec. V. and VI.*

1. "*So God created Man in his own image, in the image of God created he him.*" Explain the import of this text, and connect it with that question in the Shorter Catechism which speaks of the first revelation of the rule of obedience; illustrating the same truth by other Scripture references.

2. State, and explain, the Fifth Commandment, so as to show its general scope, and mention some of the

Scripture characters remarkably exemplifying the practice of filial duty.

3. "*There is none righteous, no, not one.*" Write down the words of the Catechism to which this text may be applied, and quote other texts having the same application.

4. What do we pray for in the several petitions of the Lord's Prayer that refer to our natural unrighteousness? and paraphrase the answer to the question, "*What do we pray for in the sixth Petition?*"

5. Specify the several offices of the Redeemer, the manner in which the redemption becomes effectual, and the nature of that effect.

GRAMMAR.

Three hours allowed for this Paper.

1. "*What* Homer writes is of the most animated nature *imaginable;* every thing moves, every thing lives, and is put in action. If a council is called, or a battle *fought,* you are not coldly informed of what was said or done *as* from a third person; the reader is hurried out of himself by the force of the poet's imagination, and turns in one place to a hearer, in another to a spectator." (POPE.)

Analyse this passage, from "If a council is called" to the end.

2. "The *gravitating* power of the sun is transmitted through the vast bodies of the planets *without any* diminution, *so as to* act upon all *their* parts, to their *very* centres, with the *same* force, and according to the same laws, as if the part upon *which* it acts *were* not surrounded with the *whole* body of the planet." (NEWTON.)

Paraphrase this passage.

3. Parse the words printed in italics in *both* passages.

4. What does Pope mean by saying, in the passage quoted from him, that "the reader turns in one place to a hearer, in another to a spectator?" When did Pope and Newton live?

Should you have named Newton or not, if you had been asked to give a list of the principal authors of his century? Give reasons for your answer; and, looking to the passage from Newton (above), state, as you would to a class, the importance of grammar to people generally, whatever may be their pursuits in life.

5. Write a sketch of a lesson to a head class on the grammatical use of the English word "than."

6. Correct the spelling of the following words:—Color, independant, descendent, falshood, atchievement, preceed, contemporanious.

N.B.—The following questions are for boys only. No Candidate should attempt them who has not had regular instruction in Latin.

7. Decline the following Latin words:—
"Favor," favour.
"Simplex," simple.
"Ille," he.

8. Give three Latin verbs which govern a dative case; three which govern an accusative; and three which govern an ablative.

9. Conjugate "dolere," to grieve, and "mugire," to low.

GEOGRAPHY.

Three hours allowed for this Paper.

1. Describe the figure and motions of the earth, and give any visible proofs of the facts stated with which you are acquainted.

2. Define latitude and longitude. How may the latitude and longitude of the place you are in be found on a map, and how was it found before it was marked upon any map?

3. What causes chiefly determine the climate of a country? Illustrate your answer by a reference to the climate of Great Britain.

4. Enumerate the mineral productions and the manufactures of Great Britain, with their respective seats.

5. Draw a map, and give a description of *one* of the following countries:—
(*a*) Belgium.
(*b*) Switzerland.
(*c*) Italy.

6. Where are the following places, and for what are they severally remarkable:—Rome—Jerusalem—Constantinople—Calcutta—Pekin—Quebec—New York—Cairo—Galway—Cork—Aberdeen—The Solent—Plymouth—Eddystone—Liverpool—Malta—New Zealand?

7. What historical events are associated with the

following places, and where is each of them situated: —Hastings — Bannockburn — Barnet — Agincourt — Bosworth — Naseby — Preston Pans — Blenheim— Bunker's Hill—Trafalgar?

HISTORY.

1. What benefits have resulted from the occupation of Britain by the Romans? Are there any traces of that occupation still existing?

2. When has the principle of hereditary succession as regards English sovereigns been violated?

3. Narrate, with dates, the chief events in the reign of *one* of the following sovereigns:—

(*a*) Elizabeth.
(*b*) Charles I.
(*c*) Charles II.

4. Give a brief account of *one* of the following persons:—

Cardinal Wolsey.
John Knox.
Cromwell.
Nelson.
Napoleon Buonaparte.

N.B. The following Questions may be taken by Candidates in Scotland, in place of those marked 1, 2, *and* 3.

1. In what years did Alexander III., Robert Bruce, James I., and Mary, succeed to the Scottish throne? Mention some important event connected with each of them.

2. Describe briefly the battle of Flodden, and the circumstances that led to it.

3. How did the House of Stewart succeed to the English throne, how did they lose it, and what attempts did they make to regain it?

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. Define, as clearly as you can, the following terms:
Education,

Elementary school.
School Management.
School Organization.

2. Mention the most necessary articles of school furniture, and explain the use of each briefly.

3. Describe three or four different methods of arranging a class, noticing the merits of each.

4. Construct a "Time-table" for a school of four classes with two pupil teachers.

5. Describe your method of conducting a reading lesson, (1) in the lowest, (2) in the highest, class of your school.

6. To what do you ascribe the slow progress of most children in learning to write? How would you remedy this?

7. *For Boys*:—What are the uses of the Ball-frame, Black-board, and Text-book, respectively, in teaching Arithmetic?

For Girls:—How was your school supplied with needlework? Give some plain directions for cutting out a shirt sleeve.

8. What means do you consider most efficacious for securing regularity of attendance?

9. What is meant by "The highest weekly average" in school registration?

10. How would you ascertain the mean term of schooling, *i.e.* the length of time during which each child on an average continued to attend school?

11. Give four or five simple rules to guide a young teacher in the matter of *punishments*.

12. What are the advantages and disadvantages of Prizes?

13. What is meant by *emulation*? How may the principle be safely introduced into the work of a school?

14. "Provoke not your children to anger, lest they be discouraged." What practical hints can you deduce from this text for the guidance of young children?

MUSIC.

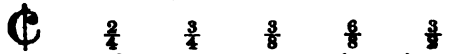
[*Not more than three questions to be answered.*]

1. What is meant by the diatonic scale? How many modes of it are there; write them down, and give the *name* of each note.

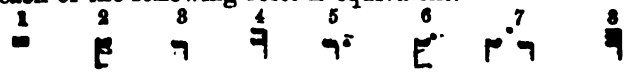
2. How many sharps or flats must be employed, when music is written in the following scales?

D Major.	F Major.
A Minor.	E Minor.
B♭ Major.	E♭ Major.
G Minor.	D Minor.

3. Write a bar of music in each of the different rhythms indicated by the following signs.



4. Say to what note or notes, in point of duration, each of the following rests is equivalent.



ARITHMETIC.

Three hours allowed for this Paper.

1. Multiply ten thousand and twenty-six by three hundred and seven, and explain each step in the process, as you would to a class of children.

2. A person, possessed of £800. a year, devotes one twelfth of his income to charity, and spends (on the average) £1. 15*s.* a day on other objects. How much does he save annually?

3. A gentleman determines to give half-a-crown to each poor person in his parish, and finds that in doing so he must spend 52 guineas and a half. How many poor people are there in the parish?

4. Find, by Practice, the rent of a farm of 217a. 3r. 37p. at £1. 15*s.* 6*d.* per acre.

5. If 53 lbs. of sugar cost £1. 8*s.* 9*d.*, what will $3\frac{1}{3}$ cwt. cost?

6. Calculate the amount of parish rates upon a rental of £367. 10*s.* at 4*s.* $9\frac{1}{2}$*d.* in the £.

7. If 3 men, working 11 hours a day, can reap 20 acres in 11 days, how many men, working 12 hours a day, will reap a rectangular field 360 yards long and 320 yards wide, in 4 days?

8. Subtract $3\frac{2}{3}$ from $8\frac{1}{3}$, and divide the remainder by $\frac{5}{8}$ of $7\frac{3}{4}$

9. Calculate the discount on £2675. 13*s.* 4*d.* for six months at $2\frac{1}{2}$ per cent. per annum.

10. If a sovereign weigh 123.274 grains, how many sovereigns will weigh 10 lb., 8 oz., 8 dwt., 5 grains?

**Female Candidates are not expected to attempt any of the following questions :—*

*11. If I sell £1000. out of the 3 per cents. when they are at $87\frac{3}{8}$, and invest the proceeds in the $3\frac{1}{2}$ per cents. at $92\frac{1}{4}$, how much will my dividend be increased or diminished?

*12. If a cubic foot of water weigh 1000 ounces, and a gallon contain 277.274 cubic inches, what is the weight of a pint of water?

*13. A rectangular block of granite is 7 ft. 8 in. long, 3 ft. 4 in. broad, and 2 ft. 10 in. thick. What is its cost at 5*s*. 9*d*. per cubic foot?

*14. A four sided field has two sides parallel to one another; one of these measures 6.7 chains, the other 5.8 chains, and the perpendicular distance between them is 7.4 chains. Find the acreage of the field.

*15. The length of a hollow iron roller is 3 feet, the exterior diameter 2 feet, and the thickness of the metal $\frac{3}{4}$ of an inch. Find its solid content.

EUCLID AND ALGEBRA.

Three hours allowed for this Paper.

SECTION I.
EUCLID.

1. Define a right angle, and mention any proposition you remember in which the definition is used to prove the perpendicularity of one straight line to another.

2. Upon the same base, and on the same side of it, there cannot be two triangles that have their sides which are terminated in one extremity of the base, equal to one another, and likewise those which are terminated in the other extremity.

What is the object of proving this proposition?

3. The greater angle of every triangle is subtended by the greater side.

Hence show that the greatest side of a right angled triangle is the side subtending the right angle.

4. The straight lines which join the extremities of two equal and parallel straight lines towards the same parts, are also themselves equal and parallel.

Why is the limitation "towards the same parts" introduced?

5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of

the two parts, together with twice the rectangle contained by the parts.

Show, from this, how many times the square of the whole line contains the square of half the line.

6. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts, shall be equal to the square of the other part.

7. Describe a triangle having its angles equal to those of a given triangle, and the sum of its sides equal to a given straight line.

8. Show that the rectangle contained by two straight lines is never greater than one fourth of the square of their sum.

Prove also that the same holds of algebraical quantities.

SECTION II.

ALGEBRA.

1. State the rule of signs in multiplication, and show, from it, that there can be no square root of a negative quantity. Does this apply also to cube roots?

2. Multiply $a^3 + 2a^2 + 2a + 1$ by $a^3 - 2a^2 + 2a - 1$ and $x^2 - \frac{2}{3}xy + \frac{1}{4}y^2$ by $x^2 + \frac{1}{3}xy - \frac{3}{4}y^2$.

3. Divide $x^6 - y^6$ by $x^3 - 2x^2y + 2xy^2 - y^3$, also a by $1 + x$ to 3 terms.

4. Reduce to their simplest forms:—

(α) $\dfrac{x^3 + y^3}{x + y}$

(β) $\dfrac{a + b}{a - b} - \dfrac{a^2 - b^2}{a^2 + b^2} + \dfrac{a^2 + b^2}{a^2 - b^2}$.

(γ) $\dfrac{x^3 - 3x + 2}{x^3 + 4x^2 - 5}$.

5. Show how to find the least common multiple of two algebraical quantities.

6. Solve the following equations:—

(α) $3 - \dfrac{x - 2}{3} = \dfrac{4x + 7}{5}$.

(β) $\begin{cases} 2x - \dfrac{y - 3}{5} = 4 \\ 3y + \dfrac{x - 2}{3} = 9. \end{cases}$

(γ) $x^2 - 34 = \dfrac{x}{3}$

(δ) $x^2 + 3x + 2\sqrt{x^2 + 3x + 6} = 18$.

7. What number is that which, being divided into any two parts, the square of the one added to the other will make the same sum as the square of the latter added to the former?

8. Show that $a^m \times a^n = a^{m+n}$, m and n being integers.

What is the meaning of $a^{\frac{2}{3}}$, a^{-3}, a^0?

DOMESTIC ECONOMY.

Three hours allowed for this Paper.

N.B. Do not answer more than *one* question in each Section.

SECTION I.

1. Give directions for dusting and scouring a school, and state how often a school-room ought to be swept out and washed.

2. What is soap made of? State whether it is better to wash clothes in soft or hard water, and why.

3. Name some animal and vegetable productions which furnish materials for clothing, and state the advantages and disadvantages of the materials named by you.

SECTION II.

1. Give some account of oxygen, hydrogen, nitrogen, and carbon.

2. Explain fully the word *fermentation*, and name some things in the making of which it takes place.

3. Why does a mixed diet contribute to health?

SECTION III.

1. Write out directions for knitting a stocking.

2. In a mixed school of boys and girls taught together in the same classes by a master, how would you arrange for the girls to be taught sewing so as not to fall behind the boys in the subjects of joint instruction?

SECTION IV

1. Write out plain directions for salting beef, with an account of the different ingredients used.

2. Write out recipes for making mutton-broth, rice-pudding, and suet-dumpling.

3. What are the advantages and disadvantages of roasting, stewing, baking, and boiling, meat?

SECTION V.

1. Give some directions for the management of a room in which a person is ill.

2. How would you treat coughs, fainting-fits, scalds, and sprains?

3. Name a few common medicines, with their uses.

SECTION VI.

1. Describe each of the following articles, with its use, coal-box, broom, mop, scouring-brush, dust-pan, gridiron, clothes-horse.

2. Give directions for making a fire, and cleaning out a sitting-room.

3. Name the furniture most commonly found in a dining room, and give instructions for laying the table for dinner.

GENERAL EXAMINATION
OF
TRAINING SCHOOLS.

CHRISTMAS, 1860.

Males—First Year.

CATECHISM, LITURGY, AND CHURCH HISTORY OF THE FIFTEENTH AND SIXTEENTH CENTURIES.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Write out the answer in the Catechism to this question—"What desirest thou of God in this prayer?" and show that the Lord's prayer does include all its substance.

2. Write out the Second Commandment, and reconcile it with the text—"The Son shall not bear the iniquity of the Father." Ezekiel xviii., 20. (1st Lesson. Evening. 17th Sunday after Trinity.)

3. Draw up notes for a lesson to your first class on the article in the Creed—*I believe in* "The Forgiveness of Sins." Make your notes full, with *correct* quotations of such passages of Holy Scripture as you think necessary to illustrate them.

SECTION II.

1. Divide the "order of Morning Prayer" into three parts, and show that the purposes for which we assemble—as described in the exhortation at the commencement of Divine Service—are really carried into effect.

2. Analyse the Te Deum, explaining any verses in it which are liable to be imperfectly comprehended by children.

3. Why is the "Prayer for all conditions of men" read in the Sunday evening and not in the Sunday morning service? What is the history of this prayer? Point out any peculiarities in its structure or phraseology.

SECTION III.

Write out notes for a lesson to your first class on the Litany. Explain its structure, showing what part the congregation are supposed to take, and the advantages of the perpetual alternation. Notice any words or phrases which children might not readily understand.

SECTION IV.

1. Write a short life of Luther.
2. Who were the forerunners of the Reformation in England?
3. Give an account of all the translations of the Bible into English, before the "authorized version."

SECTION V.

1. What books of public devotion were put forth in the reign of Henry VIII.? Give some account of them.
2. What has been the effect of the lay impropriations of church property made in the time of Henry VIII., as regards the stability of the remaining church endowments? Trace their effect historically.
3. To what extent was Protector Somerset a true promoter of the Protestant Reformation?

SECTION VI.

1. Give a short account of the persecutions under Queen Mary.
2. Relate briefly, with dates, the religious conduct of Cecil, under the reigns of Mary and Elizabeth.
3. Did the rise of Puritanism hinder or promote the real progress of the Reformation of the Church under Queen Elizabeth? Give reasons and support them by historical evidence.

Males—First Year.

THE HISTORY, CHRONOLOGY, AND GEOGRAPHY OF THE BIBLE.

THE GOSPEL ACCORDING TO ST. LUKE.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Draw a map of Palestine or the Holy Land,

divided according to tribes. Indicate fully the mountain features of the country.

2. Describe the climate and seasons of the Holy Land, illustrating your answer by quotations from the Bible.

3. What were the natural productions of the Holy Land? Draw a map to show the position of forests, deserts, and fertile country.

SECTION II.

1. What was the form of government under which the Jews lived in the time of Moses? Give an account of all the offices, civil and religious, of that time.

2. What were the sources of revenue in the times of the Kings?

3. Assign causes why the Kingdom of Judah should have subsisted longer than the Kingdom of Israel.

SECTION III.

1. Give a short sketch (with dates) of the history of the Jewish race, from their return from the captivity in Babylon, till the time of Herod the Great.

2. Give a summary of the Jewish laws relating to crimes against property.

3. Describe the Temple at Jerusalem as it existed in the time of our Lord. What were the origin and the fate of the Temple of Onias, and the Temple on Mount Gerizim?

SECTION IV.

1. Give an account of St. Luke, to illustrate what he says of himself in the preface to his Gospel.

2. For whom, and at what period, is it supposed St. Luke wrote his Gospel? Give your reasons for your answers.

3. Comparing the Gospel of St. Luke with the other three Gospels, how would you describe its distinctive characteristics in style and subject-matter? Quote passages to justify your description.

SECTION V.

1. What are the discrepancies between the genealogies of our Lord in the Gospels of St. Luke and St. Matthew? How are they reconciled?

2. Relate, in the words of St. Luke, the calling of Simon Peter and of Levi. How does St. Matthew record the same event?

3. Explain the connexion between the parables of

the lost sheep, the lost piece of money, and the prodigal son, and the meaning of the concluding part of the latter parable. (St. Luke c. xv.)

SECTION VI.

Write out as nearly as you can in St. Luke's words, *one* of the following subjects; and then write notes for a collective lesson to your first and second classes on it:—

1. The Parable of the Rich Man and Lazarus.
2. The Raising of the Widow's Son at Nain.

Or, 3. The Parable of the Unjust Judge.

SECTION VII.

Give the connexion of each of these passages, and explain them as to your Pupil Teachers:—

"Make to yourselves friends of the mammon of unrighteousness; that, when ye fail, they may receive you into everlasting habitations."

"I thank thee that thou hast hid these things from the wise and prudent, and revealed them unto babes."

"Everyone that is perfect shall be as his master."

"Of a truth there be some standing here, which shall not taste of death, till they see the Kingdom of God."

"Let the dead bury their dead."

"I am come to send fire on the earth."

Males—First Year.

GEOGRAPHY.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

Describe, *in words*, the boundaries, the mountain chains, the river systems, of

1. France,
2. The United States of North America,

Or, 3. Spain and Portugal.

SECTION II.

Describe, *in words*,

1. The eastern shore of South America,

2. The Coast of England from the mouth of the Mersey to Land's End,

Or, 3. The physical features of the great Australian Continent.

SECTION III.

Draw an outline map of,

1. The Mediterranean,

2. Central America and the West Indian Islands,

Or, 3. The British Possessions in North America.

SECTION IV.

1. What are the population, extent, and chief industrial occupations of the inhabitants of the Brazilian Empire? What commerce do we carry on with that country?

2. Give a short account of the settlement of the boundary between Canada and the United States.

3. Describe the natural productions of Canada—its climate, and the means of transit in the country—the nature and extent of its trade—and its political institutions.

SECTION V.

Make notes for a short lesson—

1. On the Discovery of America.

2. On the Cod Fisheries,

Or, 3. On the route from New York to San Francisco by Panama.

SECTION VI.

State how you would treat one of the following passages, considered as a reading lesson; and be careful to draw all such illustrations as you would either show or put on the black board.

1. "High up in the cold northern ocean, between Iceland and the north-east of America, you will see a large country, called Greenland. It consists, for the most part, of barren rocks and lofty mountains covered with perpetual snow. But there are valleys in the south and west, which lie open to the sea at one end and are shut in on the other sides by the mountains; and in those low grounds the earth is thawed in June, and does not freeze again until September." Many hundred years ago, men from Iceland and Norway discovered this country and settled there. They hunted the reindeer, the white bears, and foxes, and caught abundance

of fish and sea-fowl for their food; they had also plenty of seals, which they valued for their oil and skins."

S. P. C. K. Book IV., pp. 74 and 75.

2. "In both continents the direction of the large peninsulas is similar, almost all of them running towards the south. This is the case with South America, California, Florida, Alaska, and Greenland in the New World; and, in the Old, with Scandinavia, Spain, Italy, Greece, Africa, Arabia, Hindostan, Malaya, Cambodia, Corea, and Kamtschatka. The only exceptions to this remark are the peninsula of Yucatan in Mexico, and that of Jutland in the north-west of Europe. Both of these are directed towards the north; but they consist of plains and alluvial land, whereas the other peninsulas are more or less of a mountainous character. There is a farther resemblance between the two continents, from each being divided into two parts by an isthmus."

Irish Book V., p. 4.

3. "If nature has denied to Britain the fruitful vine, the fragrant myrtle, the spontaneous soil, and the beautiful climate, she has also exempted her from the parching drought, the deadly siroc, and the frightful tornado. If our soil is poor and churlish, and our skies cold and frowning, the serpent never lurks within the one, nor the plague within the other. If our mountains are bleak and barren, they have at least nursed within their bosoms a race of men whose industry and intelligence have performed greater wonders, and supply a more inexhaustible fund of wealth, than all the mines of Mexico and Hindostan."

M'Culloch's Course, pp. 199—200.

Males—First Year.

BRITISH HISTORY.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Give an account of the government of Britain by the Romans—what traces now exist of their occupation of the country?

2. The reign of Alfred the Great, and the lasting benefits he conferred on the country.

3. The condition of the country in the reigns of Henry I. and Stephen, with the causes which led to it.
Or, (in Scotland),
3. Give some account of the reign of Malcolm Canmore, and more particularly of the reformation he effected in the state of the country.

SECTION II.

1. The events which enabled the Barons to extort the Great Charter from King John.
2. The wars in Scotland in the reign of Edward I.
3. The events of the reign of Edward II.

SECTION III.

1. The influence of Parliament in the reign of Richard III.
2. The events of the reign of Henry IV.
3. The wars in France during the early part of Henry VI.'s reign.
Or, (in Scotland),
3. Describe the character of James I., James II., and James III., of Scotland, and give an account of the manner of the death of each.

SECTION IV.

1. The circumstances which tended to strengthen regal authority when Henry VII. came to the throne —and the character of that monarch.
2. The rise, career, and fall of Cardinal Wolsey.
3. Relate the causes and consequences of the assassination of Cardinal Beaton.
4. The war with Spain in the reign of Queen Elizabeth.
5. The causes which led to the Great Rebellion in the reign of Charles I.
6. The wars with the Dutch under Cromwell and Charles II.

SECTION V.

1. The events by which James II. alienated the supporters of his hereditary rights.
2. The foreign policy and wars of William III.
3. The chief events of the reign of George I.
4. The events of Lord North's administration, from 1770 to 1781.

SECTION VI.

Write notes upon *one* of the following passages considered as a reading lesson, and when maps would be necessary as illustrations, draw them.

1. "Belgium and Holland are often mentioned together; because, though now quite separate kingdoms, they were at one time under the same government. They were formerly both included under the name of the Netherlands, or Low Countries. Belgium was also called Flanders, by which name it is still known. The inhabitants, indeed, are quite as often called Flemings as Belgians. Their present king, Leopold, is our Queen's uncle."

Irish Book IV., p. 69.

2. "In Queen Elizabeth's reign, we have accounts of the beef-steaks and ale, which were provided for the breakfasts of her maids of honour. Even in the year 1661, an Englishman, of a very inquiring turn of mind, writes in his diary of the 25th of September: "I sent for a cup of tea, a Chinese drink, of which I had never drunk before." The produce of the East was in those days better known in Holland and in Portugal than in our island. It seems that the Dutch introduced tea into Europe, and that it was first brought to London from Amsterdam. The marriage of Charles II. with a princess of Portugal was the occasion of the more general introduction of this beverage. So that a courtier of that period, speaking of Portugal, says, "The best of Queens and the best of plants we owe to that bold nation." In the year 1664 a great company, wishing to make a present to the king, purchased two pounds two ounces of tea, and in 1666 tea was sold in London for sixty shillings a pound."

S.P.C.K. Reading Book IV., New series, pp.60 and 61.

3. "If other nations furnish us with the materials of our manufactures, ours are the skill and industry that have enhanced their value a thousandfold; ours are the capital and enterprise that have applied the great inventions of Watt and Arkwright, and made the ascendency of this little island be felt in the remotest corners of the world; ours, in a word, are those institutions, civil, political, and religious, that have made us the envy of surrounding nations, and raised us to a pinnacle of greatness from which nothing but intestine foes can ever thrust us down."

M'Culloch's Course of Reading, p. 200.

Males—First Year.

ARITHMETIC.

Every Question is to be worked as a model for the imitation of your first class in working all similar Questions. A correct result not obtained by a clear method will be considered of no value.

(*Three hours allowed for this Paper.*)

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Find the product of ($\frac{5}{9}$ of $\frac{3}{8}$ of $\frac{11}{15}$) by ($\frac{2}{7}$ of $\frac{13}{18}$ of $\frac{27}{39}$); add the result to the difference of ·014 and $\frac{3}{250}$; and reduce the answer to a decimal fraction.

2. What number of shillings and pence is equivalent to the recurring decimal ·66 . . . of £3 5*s.* 8*d.*?

3. Divide ·14 by 7, 140 by ·07, and ·014 by 7,000; add the results together, and turn the decimal into a vulgar fraction.

SECTION II.

1. A grocer buys a hogshead of sugar containing half a ton, for £29 10*s.*, and retails it at 7½*d.* per lb.; how much does he gain by it?

2. A bankrupt had good debts to the amount of £214 17*s.* 6*d.*, and the following bad debts: £340 8*s.* 4*d.*, £60 13*s.* 6*d.*, and £19 4*s.* 6*d.*, for which he receives respectively 8*s.*, 4*s.*, and 6*s.* in the pound; his liabilities amount to £1,200; how much can he pay in the pound?

3. A manufacturer employs 60 men and 45 boys, who respectively work 10 and 8 hours per day during 5 days of the week, and half the time on the remaining day; each man receives 6*d.* per hour and each boy 2*d.* per hour; taking the year at 52 weeks, what is the amount of wages paid in the year?

SECTION III.

1. A man has an income of £400 a year; suppose an income-tax of 9*d.* in the pound established, while a duty of 1½*d.* per lb. is taken off sugar, what must be the yearly consumption of sugar in his family, that he may just save his income-tax?

2. What must be the sum insured at 4½ per cent. on

goods worth £2,450, so that in case of loss the worth of the goods and the premium may be recovered?

3. A man pays regularly 3*s.* a week into a savings bank, beginning 1st January, for 4 years; his account is made up half yearly, and interest at the rate of 3 per cent. per annum added to his balance; how much will he have at the end of his fourth year? and how much stock in the 3 per cents. can he purchase at 92¼?

SECTION IV.

1. A reservoir is 56 feet 8 inches long by 17 feet 6 inches broad, how many cubic feet of water must be drawn off to make the surface sink 2 feet 6 inches?

2. Find the expense of lining a cistern 12 feet 4 inches long, 6 feet 10 inches broad, and 8 feet 9½ inches deep, with lead at £2. 3*s.* 6*d.* per cwt., the lead weighing 8lbs. per square foot.

3. A marble slab 6 feet 3 inches long, 2 feet 8 inches broad, and 4 inches thick, and weighing 8 cwt. 1 qr. 20 lbs., cost £4. 0*s.* 6¼*d.* How much was the cost per cubic foot, and what is the weight of a cubic foot of marble?

SECTION V.

1. Write notes for a lesson to a class beginning subtraction.

2. Prove the rule for multiplying vulgar fractions in the simplest manner.

3. Suppose you are beginning to teach mensuration of surfaces, show clearly that the number of surface units in a rectangular figure is found by multiplying the length by the breadth.

Males—First Year.

ENGLISH GRAMMAR.

Three hours allowed for this Paper.

Every Candidate is required to write out the paraphrase and do the parsing. Besides this, he is to choose one question in each of the other sections.

You are not permitted to answer more than one question in each Section.

SECTION I.

Punctuate *one* of the following passages, and then paraphrase it—

Some have thought *that* unjust attacks *even* upon

life or property *at* the arbitrary will of the magistrate are *less* dangerous to the commonwealth than *such as* are made upon the personal liberty of the subject *To bereave* a man of life *or* by violence to confiscate his estate without accusation or trial *would* be *so* gross and notorious an act of despotism *as must* at *once* convey the alarm of tyranny throughout the whole kingdom but confinement of the person by secretly *hurrying him* to gaol *where* his sufferings are unknown or forgotten *is* a less *public* a less striking and *therefore* a more dangerous *engine* of arbitrary government

Blackstone, of the Rights of Persons.

Or,

Our resistance against the destruction of the other class of prejudices *those* of sense is commonly more violent at *first* but *less* persistent *than* in the case of *those* of opinion Not to trust the evidence of our senses *seems* indeed a hard condition and *one* which if *proposed* none would comply with But it is not the direct evidence of our senses *that* we are in any case called *upon* to reject but only the erroneous *judgments* we unconsciously form from *them* and *this* only when they can be shown to be *so* by *counter* evidence of the same sort When one sense is brought to testify against *another* for instance or the same sense against itself and the obvious conclusions in the two cases disagree *so as* to compel us to acknowledge that *one* or *other* must be wrong

Sir J. Herschel: Discourse on the Study of Nat. Phil.

Or, (in Scotland),

Thus we have seen *that* the most absolute authority of the sovereign *to make use* of the Lord Keeper's expression was established on *about* twenty branches of prerogative which are now abolished and which were *every one* of them totally incompatible with the liberty of the subject But *what* ensured more effectually the slavery of the people *than even* these branches of prerogative *was* the established principles of the times *which* attributed to the prince *such* an unlimited and indefeasible power *as was* supposed to be the *origin* of all law and *could* be circumscribed by *none* The homilies published for the use of the clergy inculcate every *where* a blind and unlimited passive obedience to the prince which on no account and under no pretence *it* is ever *lawful* for *subjects* in the smallest article to depart from or infringe

Hume: Hist. of England. App. III.

SECTION II.

Parse the words in italics in the passage you have selected for paraphrase in the preceding section.

SECTION III.

1. Select from the passage you have paraphrased words that exemplify the following grammatical terms—*inflected*, *uninflected* — *regular*, *irregular* — *concord* — *government*. Explain each example, as to a class.

2. From the given passages find examples showing:

(*a*). That a verb agrees with its nominative case in number and person.

(*b*). Adverbs may consist of more than one word.

(*c*). Conjunctions unite sentences—do they unite words also?

(*d*). The different kinds of adverbs.

SECTION IV.

1. Distinguish between the uses of *shall* and *will* —*should* and *would*—*may* and *can*.

2. Give a list of English words derived from the Latin *facio* and *cedo*, and explain the force of the affixes.

3. Give the roots of the following words, with their literal meanings—hereditary, prejudice, mountain, recumbent, heedless, submission, reconcilement, laziness, truant, didactic, scholar, master, pupil, preposterous, ventilation, organization, repetition, dictation, philosophy.

SECTION V.

1. Define an adverb and a conjunction. Mention words which are used sometimes in one sense and sometimes in another. Illustrate your answer by passages quoted from the work you have studied for this paper.

2. Give examples of the method in which *adjectives* and *nouns* are derived from other parts of speech. What is the force of the terminations—*-able*, *-ary*, *-ism*, *-ship*, *-ant*?

SECTION VI.

1. Explain as to a pupil teacher the terms *subject*, *predicate*, *sentence*, *enlarged subject*, *enlarged predicate*, *extension of predicate*.

2. Give the rules for the formation of the plurals of nouns. Account for the plurals *swine*, *mice*, *cattle*.

3. What is the object of teaching grammar to children? In what way would it assist the reading lesson? Give instances where emphasis properly used indicates grammatical relation.

Males—First Year.

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

You are not permitted to answer more than one question in each Section.

SECTION I.

1. In teaching to read, what are the respective advantages of the Phonic method and the Look-and-say method?

2. What are the chief faults to be noticed in articulation? state how you would correct each.

3. What method would you adopt with your first class to secure a proper emphasis and expression? Would learning by heart assist this or not?

SECTION II.

1. How do you intend to teach spelling?

2. Will an acquaintance with the derivation of words assist correct spelling? How should derivation be introduced at first?

3. What are the errors into which a Pupil Teacher would be apt to fall in questioning children on the meaning of words? Write out directions to warn him of them, and suggest the best method.

SECTION III.

1. What are the faults in writing to which you would give most attention? Suppose you are giving a pupil teacher directions.

2. What method would you adopt to secure straight writing in books which are not ruled?

SECTION IV.

1. How would you arrange a lesson on numeration for children who are to begin arithmetic?

2. How would you teach the multiplication table?

SECTION V.

1. At what stage of children's progress in arithmetic would you begin mental arithmetic? or would you teach mental arithmetic before they used slates? Give your reasons.

2. In a country school, where the children are very young, what subjects would you teach? in what order? and what books and apparatus would you require?

Males—First Year.

ALGEBRA.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. From the sum of $5\,a^2\,(b+c) + 6\,b^2\,(a-c) - 7\,a^2\,b + 3\,c\,(a^2 + b^2)$ take away $4\,b^2\,(a-c) - 3\,c\,a\,(a^2 - b^2) - 4\,a\,b\,(c^2 + a^2)$ and find the value of the remainder when $3\,a = 6\,b = c = 6$.

2. Multiply $81\,x^4 + 27\,x^3\,y + 9\,x^2\,y^2 + 3\,x\,y^3 + y^4$ by $3\,x - y$.

3. Divide $x^8 + a^4\,x^4 + a^8$ by $x^2 + a\,x + a^2$.

SECTION II.

1. Reduce to its simplest form

$$\frac{x^2 - (y-z)^2}{(x+z)^2 - y^2} + \frac{y^2 - (x-z)^2}{(x+y)^2 - z^2} + \frac{z^2 - (x-y)^2}{(y+z)^2 - x^2}$$

2. Find the least common multiple of $x^3 - 3\,x^2 + 3\,x - 1$, $x^3 - x^2 - x + 1$, $x^4 - 2\,x^3 + 2\,x - 1$, and $x^4 - 2\,x^3 + 2\,x^2 - 2\,x + 1$.

3. Divide $(a+b+c)^4 - (b+c)^4 - (c+a)^4 - (a+b)^4 + a^4 + b^4 + c^4$ by $12\,(a+b+c)$.

SECTION III.

Solve one of the following:—

1. $$\frac{3\frac{1}{4} - 4\,x}{1\frac{1}{3}} - \frac{49}{54}\left(3\tfrac{1}{2} - 5\,x\right) = \frac{7}{16} + \frac{55}{108}\,(3\,x - 2).$$

2. $$\left\{\begin{array}{c} \dfrac{7\,y - 3\,x}{1\frac{2}{11}} + \dfrac{\frac{5}{4}\,x - \frac{12}{13}\,y}{5} = \frac{3}{2} - \frac{5}{32}\,(2\,y - x). \\ 5\,x + 3\,y = \frac{15}{4}\,(x + y). \end{array}\right\}$$

3. $$\left\{\begin{array}{l} 2\,x^2 + 3\,x\,y = 26 \\ 3\,y^2 + 2\,x\,y = 39 \end{array}\right\}$$

Or,

$$\left\{\begin{array}{c} 2\,x^2 + 3\,x\,y + y^2 = 20 \\ 5\,x^2 + 4\,y^2 = 41 \end{array}\right\}$$

SECTION IV.

1. A farmer buys a number of oxen for 200 guineas, and after losing 4 of them, sells the remainder for £7 a head more than he gave for them. His gain on the whole is 20 guineas. What number of oxen did he purchase?

2. A person after paying a poor rate, and also an income tax of 10*d.* in the pound, has £510. remaining; the poor rate is £27. more than the income tax; find the original income, and the number of pence in the £ of the poor rate.

3. A sets out from M to go to N at the same time that B sets out from N to go to M. When they meet, A returns to M and then goes back again to N, which he reaches at the same time that B reaches M. Compare their rates of travelling.

SECTION V.

1. Give a reason for the "Rule of Signs," in multiplication, in the simplest and clearest form.

2. Prove that every multiple of two numbers is a multiple of their least common multiple.

3. Show that in extracting the square root of a number, when one more than half the number of digits in the root is obtained, the remaining digits may be found by simple division.

SECTION VI.

Draw up a scheme for a first lesson on "Indices."

Males—First Year.

LATIN.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Decline *pars* throughout.

2. Decline in the plural *quercus, puer, opes.*

3. Put down the accusative singular of *navis, miles;* the genitive plural of *homo, merces, littus, imber;* the dative singular of *socer, pater, aper.* State the rules under which each noun falls, or to which it is a recognized exception.

SECTION II.

1. Decline *unus*, and *alius*.

2. How many declensions are there of nouns adjective? Give an example of each.

3. Give the rules for forming the comparative and superlative of adjectives in —*us*, —*er*, —*lis*, respectively.

Parse *supremus*, *ditissimus*, *nequior*, *plus*.

SECTION III.

1. Decline *quis*, *ipse*.

Parse *mei*, *vestrum*, *sibi*, *ejusdem*, *isti*.

2. What parts of a verb must be given that you may be able to conjugate it throughout? How many gerunds, supines, and participles are there in a regular verb? Ex. *regere*.

3. Write out the perfect subjunctive active of *amo*.

The pluperfect subjunctive active of *rego*.

The future indicative of *possum*.

Parse and translate *amavero*, *moneamus*, *rexerim*, *audito*, *audiendus*.

SECTION IV.

1. Give the Latin words with which the following English words are connected:—

punishment — contumely — reference — penalty — offence — inconsistent — reprobate — equity — sentence — illustrate — property — artificial — real — immortal — eternal — commander — assertion — proclamation.

2. Write out as complete a list as you can of the Latin conjunctions with their meaning, and any rules of syntax connected with them.

3. Give the Latin equivalent of the following words:—

for — then — when — until — very — if — suddenly — above — below — downwards — upwards — around — within — chiefly — partly — entirely.

SECTION V.

1. Translate and parse every word in the following sentences:—

Tanta est pueri industria, ut multa discat.

Mittit legatos pacem petitum

Sunt nonnulli acuendis puerorum ingeniis non inutiles lusus.

2. Translate into Latin—

Cæsar having conquered his enemies will return to Rome.

vincere hostis redire

"It is the part of a Christian to favour the good,
Christianus favere
and avoid the wicked."
vitare malus

Males—First Year.

EUCLID.

(*Three hours allowed for this Paper.*)

You are not permitted to answer more than one question in each Section.

SECTION I.

1. If at a point in a straight line, two other straight lines, upon the opposite sides of it, make the adjacent angles together equal to two right angles, these two straight lines shall be in one and the same straight line.

2. If a straight line fall upon two parallel straight lines, it makes the alternate angles equal to one another; and the exterior angle equal to the interior and opposite upon the same side; and likewise the two interior angles upon the same side together equal to two right angles.

3. To a given straight line apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

SECTION II.

1. In a right angled triangle the square described upon the side subtending the right angle is equal to the squares described upon the sides containing the right angle.

2. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

3. Divide a given straight line into two parts, so that the rectangle of the whole and one of the parts, shall be equal to the square of the other part.

SECTION III.

1. If any point be taken in the diameter of a circle which is not the centre, of all the straight lines which can be drawn from it to the circumference, the greatest is that in which the centre is, and the other part of that diameter is the least; and, of any others, that which is

nearer to the line which passes through the centre, is always greater than one more remote: and from the same point there can be drawn only two equal straight lines to the circumference, one upon each side of the diameter.

2. The angle at the centre of a circle is double of the angle at the circumference upon the same base, that is, upon the same part of the circumference.

3. If two straight lines cut one another within a circle, the rectangle contained by the segments of the one shall be equal to the rectangle contained by the segments of the other.

SECTION IV.

1. About a given circle describe a triangle equiangular to a given triangle.

2. Inscribe a circle in a given square.

3. Describe an equilateral and equiangular pentagon about a given circle.

SECTION V.

1. Can any, or which, of the axioms of Euclid be turned into definitions, and with what advantages or disadvantages?

2. The area of a trapezium which has two of its sides parallel, is equal to that of a rectangle contained by its altitude, and half the sum of its parallel sides. What propositions of the first and second books are employed to prove this?

3. How may a tangent be drawn at a given point in the circumference of a circle, without knowing the centre?

Males and Females—First and Second Year.

WELSH.

Three hours allowed for this Paper.

1. Translate into English *one* of the following passages:—

"Ac ni bydd mwy i dy Israel, o'r holl rai o'u hamgylch a'r a'u dirmygasant, ysbyddaden bigog, na draenen ofidus; a chant wybod mai myfi yw yr Arglwydd Dduw. Fel hyn y dywed yr Arglwydd Dduw; pan gasglwyf dy Israel o fysg y bobloedd y rhai y gwasgarwyd hwynt yn eu plith, ac yr ymsancteiddiwyf ynddynt y'ngolwg y cenedloedd: yna y trigant yn eu

gwlad a roddais i'm gwas Iacob. Ie, trigant ynddi yn ddiogel, ac adeiladant dai, a phlannant winllanoedd; a phreswyliant mewn diogelwch, pan wnelwyf farnedigaethau a'r rhai oll a'u dirmygant hwy o'u hamgylch; fel y gwypont mai myfi yw yr Arglwydd eu Duw."

"Y Brodir os goddiweddir dyn ar ryw fai, chwychwi y rhai ysbrydol, adgyweiriwch y cyfryw un mewn ysbryd addfwynder: gan dy ystyried dy hun, rhag dy demtio dithau. Dygwch feichiau eich gilydd, ac felly cyflawnwch gyfraith Crist. Oblegid os tybia neb ei fod yn rhyw beth, ac yntau heb fod yn ddim, y mae efe yn ei dwyllo ei hun. Eithr profed pob un ei waith ei hun: ac yna y caiff orfoledd ynddo ei hun yn unig, ac nid mewn arall."

2. Translate into Welsh *one* of the following passages:—

"If I were permitted to give to the working and industrial classes, to the business men of the country, a single word of advice, I should say this: 'Whatever your calling in life may be, learn fully, deeply, and completely everything that bears directly upon that calling. Make yourselves masters of everything that will tend to help you in that particular sphere of industry. But do not confine yourselves to that:—cultivate your minds by acquiring as much knowledge as you can, of as many subjects as you can. Every addition made to your general stock of information will improve your minds, and will make you more clever in the performance of your particular duties than if you were skilled only in that single branch.'"

"A sculptor of some eminence is working at the design for a statue of 'The Father of his Country.' It is to be of bronze, of life size, and a little to spare; for, according to the advertisement, it is to be one hundred feet high, the head twelve feet long, the hands nine feet, and so on. The coat buttons—for the figure will be dressed in a fashionable frock-coat—are to be fifteen inches in diameter. More figures and details you do not need to prove that, if this design is ever perfected, there will be an outrageous waste of time and money."

NOTE.—*The above passages, one in each language, must be translated satisfactorily before any marks will be allowed for the following grammatical questions:—*

GRAMMATICAL QUESTIONS.

1. Exemplify the principal permutations of con-

sonants from the Welsh passage which you have translated into English.

2. Parse a complete sentence from the same passage fully.

3. Conjugate fully the verb *gwneuthur*.

4. Make a list of the indefinite pronouns, and explain the circumstances under which they are followed by nouns.

5. In what cases is the infinitive mood of a verb used for a noun? When does it require to be preceded by the preposition "i"?

6. Specify a few particulars in which the structure and syntax of the Welsh language differ from those of the English.

Males and Females—First and Second Year.

MUSIC.

Three hours allowed for this Paper.

N.B.—The questions are in *two* divisions: the first relating simply to musical notation, the second to harmony. They may be taken indiscriminately over the whole paper.

DIVISION I.

I. State what you consider to be the uses of music in an Elementary School; and what especial advantages result to the teacher from a good knowledge of it.

II. What is meant by the Major, and what by the Minor Diatonic Scale? Write out an example of both, and show exactly in what the difference consists.

III. Vocal music is usually written in four parts. What names do you give to the four different qualities of voice answering to them; and how do you distinguish written music according as it is intended to be sung by each? Give examples opposite.

IV. Write out the scale of E Major; A Minor; E♭ Major; and G Minor; putting the flats or sharps to every note which requires them.

V. Transpose the following passage into the Key of A Natural.

VI. Write out the substance of a lesson on beating time and marking accent. Give examples how it should be done in three or four of the ordinary cases.

VII. Represent the following passage in the three other clefs, so that they shall all represent the same *pitch* of voice.

VIII. Write the names of the following rests over each; and in the passage of music under them substitute notes for rests, and rests for notes.

IX. Write the meaning of the following music terms opposite each:—Andante, Largo, Adagio, Allegro, Moderato, Presto, Andantino, Allegretto, Ad lib, Rallentando, A tempo.

X. Put the opposite passage into *score* for Treble, Alto, Tenor, Bass, each with its proper clef.

DIVISION II.

N.B.—*No additional marks* will be given for answers in this Division made by Candidates who have not fully and accurately answered *at least six* questions in the preceding Division; and *the full marks* for the paper may be obtained by excellent answers in the first Division only.

I. What is meant by a perfect, an augmented, and a diminished interval? Exemplify them in the case of the 7th.

II. Give the *inversions* of the triads of the tonic, the dominant and the sub-dominant, on the scale of C Major.

III. Show how the same inversions are indicated by *figures*.

IV. Analyse the opposite exercise.

V. Add an accompaniment of three parts to the following subject in the Treble.

Males and Females—First and Second Year.

GAELIC.

Three hours allowed for this Paper.

SECTION I.

Candidates are not restricted to one exercise in a section.

1. *Translate the following passage into English as closely as the idiom will permit.*

1. "C'àite bheil triath nan cleasan mòra?"
Thuirt Fionnghal, a's aillidh cùl;
"C'àite, measg sòlas nan seòd
Garbh bhrathair na còrr dìghe Muirn?

5. Dorcha, mall tha 'laithean triall
'An toirm ghleann nan sìan mu Lòra.
Faic! is esa 'tha 'tearnadh o shliabh,
Mar steud-each gun srian 'am mòr-chuis,
'N uair chithear an t-eachradh m' an raon,
10. Agus foghar na gaoith 'n a shròin.
'Ceud failt air Cleasamor nach faoin!
C' uim' cho fada o Shelma nan còrn?'

* * *

"Bu tric thar Carunn bha sinn a' triall
Gu talamh a's clàra dàimh:
15. Cha do thìll sinn gun fhuil air ar sgéith;
Cha robh sòlas air treith nan lann."

2. *Parse the following words, and show any grammatical connections that they have with other words in the sentence.*

Line 1. Mòra.
—— 2. Thuirt *(giving the perfect and the future indicative, the imperative, the infinitive, and the participles).*
—— – A's.
—— 3. Seòd.
—— 4. Na *(the particular part).*
—— – Muirn.
—— 5. Triall.
—— 7. Faic *(giving the perfect and the future indicative, the imperative, infinitive, and participles).*
—— 9. Chithear.
—— 12. Còrn.
—— 14. A's.

Section II.

Translate into Gaelic—

About two hours before midnight, Columbus, standing on the forecastle, observed a light at a distance, and pointed it out to two of his people that stood near him. All three saw it in motion, as if it were carried from place to place. A little after midnight the joyful sound of *land! land!* was heard from one of the ships that were in company. But, having been so often deceived by fallacious appearances, they were now become slow of belief, and waited, in all the anguish of impatience, for the return of day.

Section III.

1. *Show, in short examples how*—may, can, shall, will, might, could, would, should, *and* must, *are expressed in Gaelic.*

2. *Express in Gaelic* "He has not come home yet; He writes every day; Do you know where he is?" *and show from the Gaelic into what error in English idiom a Highlander is apt to fall.*

3. *What error is usual among Highlanders in the use of the English verbs* to take, *and* to bring, *and whence does it arise?*

Section IV.

1. Show, with examples, how the degrees of comparison are expressed in Gaelic.

2. Show, with examples, the use of the Gaelic pronouns compounded with prepositions.

3. Show the formation of the passive voice by the Gaelic of the verb *to strike*, with the corresponding English for each part.

Males—First Year—Scotland.

CATECHISM AND CHURCH HISTORY.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Give a historical explanation of the title of "The *Shorter* Catechism," agreed upon by the *Assembly of Divines at Westminster*, with the assistance of *commissioners from the Church of Scotland.*

2. Analyse the general structure of the Catechism, so as to show the principles on which the arrangement of the questions and answers proceeds.

SECTION II.

1. What is taught respecting the condition of Christians between death and the resurrection? Prove from Scripture the statements of the Catechism on the subject.

2. Quote the answers which refer to the "Sin and Misery" of the state of fallen man, and to his deliverance from those evils.

SECTION III.

Write notes of a lesson on *one* of the two following questions:—

What is justification?

How do the Sacraments become effectual means of salvation?

SECTION IV.

What statement is the following text employed to prove or illustrate?

1. "Not by works of righteousness which we have done, but of His mercy He saved us by the washing of regeneration and renewing of the Holy Ghost."

Or, 2. "Be thou diligent to know the state of thy flocks, and look well to thy herds."

In either case show how the text applies to the subject.

SECTION V.

1. What eminent reformer flourished in England in the fourteenth century? Give some account of him, and of the results of his labours apparent in the following century.

2. What was the first great public act of Luther, in opposition to the Roman Catholic Church? Mention some circumstances of his history previous to that act, and the doctrine on which he specially insisted.

3. Mention some features in which the Reformation in Scotland agreed with that in England, and some in which they differed.

4. State when, and in what circumstances, the name of Protestants was first given to the Reformers.

5. On what subject did Luther and Zwingle differ from each other? State the views of the most eminent reformers on the subject.

Males—Second Year.

THE BOOK OF COMMON PRAYER.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. What is the exact title of the book? Give it at full length. What are *other* rites and ceremonies?

2. Give an analytical table of contents of the Prayer Book.

3. What do you learn from the preface, of the temper in which our Common Prayer Book is drawn up?

What reasons are alleged in the preface 'concerning the Service of the Church,' for the changes that were made on the older books of divine service?

SECTION II.

1. When did the last revision of the Prayer Book take place? What alterations were then made?

2. From what version is the Psalter taken? Quote from memory any places where it varies much from the Psalms in the authorized version.

3. Give an analysis of the office of Holy Communion.

SECTION III.

1. What are the chief festivals connected with the personal history of Our Lord? Give a full account of the service for Easter Day and explain the connexion between the proper lessons, and the event then commemorated.

2. Collect from memory as many expressions as you can in the ordinary services which are either obsolete or used in a sense different to the modern, and explain them simply and clearly as for children.

SECTION IV.

Give a full account of the service for Trinity Sunday. When was this festival first instituted, and in what respect does it differ from other great festivals?

SECTION V.

1. Give a short account of the Nicene Creed.

2. What is the Commination Service? What 'godly discipline' is referred to? When was this service added to the Prayer Book? Analyse it.

SECTION VI.

Make notes on the following Collect—supposing you were to give a lesson on it to a very young class:

"O Lord, raise up (we pray thee) thy power, and come among us, and with great might succour us; that whereas, through our sins and wickedness, we are sore let and hindered in running the race that is set before us, thy bountiful grace and mercy may speedily help and deliver us; through the satisfaction of thy Son our Lord, to whom with thee and the Holy Ghost be honour and glory, world without end. Amen."

Males—Second Year.

ACTS OF THE APOSTLES. THE EPISTLE TO THE ROMANS.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. St. Paul writes to the Thessalonians—"Even after that we had suffered before, and were shamefully entreated, as ye know at Philippi, we were bold in our God, to speak unto you the Gospel of God with much contention." How does the Book of the Acts explain this? Give full details.

2. Mention the several occasions on which St. Paul claimed the rights of a Roman citizen.

3. Give a summary of St. Paul's address at Miletus, to the elders of the Ephesian Church, and illustrate his references to (1) his previous labours, (2) his own manual labour, (3) his impending fate, and (4) the disorders that would arise in the Church.

SECTION II.

1. Give some account of *four* of the following places:—Seleucia, Philippi, Tarsus, Ptolemais, Damascus, Cæsarea, Melita, Syracuse, Appii Forum.

2. Relate the circumstances of St. Paul's appearance before the council where Ananias was present as High Priest (xxiii. 1-10), and explain such things as might probably require explanation if this narrative were read in a class.

3. Give the substance of St. Paul's defence before King Agrippa (c. xxvi). What is the most probable account of the Apostle's proceedings in the years immediately succeeding his miraculous conversion?

SECTION III.

Write such notes on the following passage as will show how you would treat it, supposing it to have been just read by your first class.

ACTS XV. 36—41.

"And some days after Paul said unto Barnabas, Let us go again and visit our brethren in every city where we have preached the word of the Lord, and see how they do. And Barnabas determined to take with

them John, whose surname was Mark. But Paul thought not good to take him with them, who departed from them from Pamphylia, and went not with them to the work. And the contention was so sharp between them, that they departed asunder one from the other: and so Barnabas took Mark, and sailed unto Cyprus; And Paul chose Silas, and departed, being recommended by the brethren unto the grace of God. And he went through Syria and Cilicia, confirming the churches."

SECTION IV.

1. State the arguments by which St. Paul proves in the Epistle to the Romans that both Jews and Gentiles are all guilty before God.

2. How does St. Paul prove that the rejection of the Jews was not a breach of the Covenant with Abraham?

3. Give a summary of the 8th Chapter of this Epistle—showing how God's remedy for Sin is complete in its results, and certain in its operation.

SECTION V.

1. Romans v. 13, 14. "For until the law sin was in the world: but sin is not imputed when there is no law. Nevertheless death reigned from Adam to Moses, even over them that had not sinned after the similitude of Adam's transgression, who is the figure of him that was to come." Explain these verses.

2. Romans xi. 25—29. "For I would not, brethren, that ye should be ignorant of this mystery, lest ye should be wise in your own conceits; that blindness in part is happened to Israel, until the fulness of the Gentiles be come in. And so all Israel shall be saved: as it is written, There shall come out of Zion the Deliverer, and shall turn away ungodliness from Jacob: For this is my Covenant unto them, when I shall take away their sins. As concerning the Gospel, they are enemies for your sakes: but as touching the election they are beloved for the Fathers' sakes. For the gifts and calling of God are without repentance." Explain and illustrate this passage.

3. Show fully how St. Paul concludes from the doctrine of Redemption and from Christ's example —that we must not condemn others uncharitably—and that the strong must bear with the weak. Mention the special instances he gives of things indifferent in themselves—and explain the customs and practices to which he refers.

SECTION VI.

1. Explain, as for your Pupil Teachers, "There is no respect of persons with God."

"Do we then make void the law through faith? God forbid: yea, we establish the Law."

"The law entered that the offence might abound."

"I could wish that myself were accursed from Christ for my brethren."

"The creature was made subject to vanity."

"Boast not against the branches."

Give the context of the passages you attempt to explain.

2. What is the meaning of being "dead to the law." Quote passages from this Epistle by which you can show that the Apostle sometimes speaks of law generally—sometimes of the Mosaic law. What is the meaning of "sold under sin?"

SECTION VII.

1. What instructions does St. Paul give (1) about collections for the poor?—Illustrate them from the Acts of the Apostles. (2) About paying tribute?—Illustrate this from the Gospel history.

Arrange your answer in the form of notes for a lesson to a class.

2. Draw up notes for a lesson on the first spreading of Christianity in the city of Rome. What Scriptural or other evidence have we that there were many Jews in Rome? What internal evidence tends to fix the date of the Epistle to the Romans?

Males—Second Year.

GEOGRAPHY.

Three hours allowed for this Paper.

SECTION I.

Draw a map of

1. British possessions in South Africa.
2. India.

Or, 3. The New Zealand group.

SECTION II.

1. Draw or describe the river and lake system of Canada.

2. Give an account of the colony of Columbia, its

natural productions, and the prospective value of the settlement.

3. Give a full account of the sugar trade.

SECTION III.

1. The history of the settlements in South and West Australia, *or*, Van Dieman's Land.

2. The nature of our trade with India, both exports and imports.

3. Classify the British Colonies with reference to their climate. Show how this condition affects the progress of colonization. Compare the colonies in their commercial value to the mother country.

SECTION IV.

1. The climate, natural productions, and population of British Guiana.

2. When did Malta become a British possession? What is its chief value to us? Give an account of its government, population, religion, and commercial importance.

3. The political divisions of Hindostan. Its interior mountains and natural features. Its government and revenue.

SECTION V.

1. Explain the causes of the trade winds. A ship comes home from Canton to Liverpool: in what way will they affect her course?

2. Explain the changes in the length of the day as we travel from the equator to the north pole at the winter solstice.

3. Explain, in general terms (without mathematical formulæ), how the latitude and longitude of a ship at sea are ascertained.

SECTION VI.

1. What are the chief food-yielding plants of the temperate zone? Mention the part of Europe in which they are chiefly cultivated.

2. Mention the animals and plants useful to man which have been artificially acclimatised in the Old and New Worlds.

3. What are the principal varieties of the human race? Describe them, and their geographical distribution.

Males—Second Year.

HISTORY.

Three hours allowed for this Paper.

You are not permitted to answer Questions in more than one Section.

SECTION I.

SAXON PERIOD.

1. Enumerate the various nations who formed the present mixed population of England or of Scotland, stating *where* they chiefly settled, and *when*.

2. A sketch of the history of the kingdom of Wessex.

3. The dates and results of the successive Danish Invasions of the country.

4. Give an account of Egbert, Ethelred the unready, or Edward the Confessor.

5. Mention such of our present institutions as can be traced back to Anglo-Saxon origin.

6. An account of the manners and customs of the people in this period.

7. Explain the following terms "Ceorls," "Trinoda necessitas," "ordeal," "bocland" and "folkland," "a hide of land."

SECTION II.

FEUDAL PERIOD.

1. What was the result of the cruelties of William I. on the national character of the Saxons, and on their subsequent social condition?

2. A full account of the quarrel between Thomas à Becket and Henry II., and its political consequences. What circumstances tended to increase the papal power on the Continent?

3. The origin of the Crusades, the English sovereigns who engaged in them, and the successes of the Crusaders. What effect had they on the rise of the middle class in England, and on the spread of civilization generally?

4. The exploits and fate of Sir William Wallace.

5. In what special particulars was the power of the Commons developed in the reign of Richard II., while the regal power was curtailed? Give particulars with dates.

6. Give an account of the progress of learning in England in the period of the Edwards. What gave

rise to the establishment of Mendicant Friars? Explain the terms *Regular* and *Secular Clergy*.

7. The character, exploits, and political mistakes of Edward IV.—the character and influence of Warwick.

SECTION III.

1. What was Henry VII.'s claim to the crown? What precautions were taken by the King and by Parliament to confirm his title?

2. The events which ended in the loss of Britanny, and its annexation to the French crown.

3. The history of the settlement of the succession at different times during the reign of Henry VIII.

4. The character of the Protector Somerset in Edward VI.'s reign.

5. The principal events in Scotland from the death of Darnley to the flight of Queen Mary.

6. The constitution and functions of the Courts of Star Chamber and High Commission.

7. What was the ordinary revenue of the crown in Queen Elizabeth's and the two subsequent reigns? What are "subsidies" and "fifteenths?" How were they collected?

8. Give some account of the value of the necessaries of life in the reign of James I., and of the manufactures of England at that time.

9. The trial of Charles I. for high treason.

SECTION IV.

FROM 1649 TO 1714.

1. Cromwell's campaign in Ireland against Ormond in 1649.

2. The exploits of Admiral Blake.

3. The first attempts at colonization, and the causes which promoted them.

4. The influence of Clarendon under the Restoration. His character, and the causes of his fall.

5. How was the Convention formed, by which the Crown was offered to William III.? Give some account of the discussions which took place on the question of the actual vacancy of the throne.

6. An account of the battle of Killicrankie, the Boyne, Aughrim, and the Siege of Namur.

7. Give an account of the policy of William III. towards Scotland, and of the causes of his unpopularity in that country.

8. The grounds of the impeachment of Sacheverell, and the political principles discussed on that occasion.

SECTION V.

FROM 1714 TO 1815.

1. An account of attempts made to diminish the number of placemen in the House of Commons and Sir Robert Walpole's course with reference thereto.

2. Give an account of the seven years' war, and its results.

3. An account of Anson, Hawke, or Byng, and the most celebrated naval battles of this period.

4. The conduct of Lord George Sackville at Minden, his trial, and its result. Mention any other remarkable trials by court martial, which you may remember.

5. What led to the war with Holland in 1793? when did it terminate, and what advantages accrued to this country?

6. Nelson's operations against the French in the Mediterranean.

7. The particulars of the treaty of Amiens, 1802.

8. Mention some of the most celebrated military operations in the Spanish Peninsula between 1808 and 1813.

Males—Second Year.

ARITHMETIC.

Books of Logarithmic Tables are allowed to be used with this Paper, provided they contain no introductory treatise on logarithms.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. What is a logarithm? In what arithmetical operations do logarithms assist us? Define the terms *base, mantissa, characteristic;* and explain the advantage of the decimal base.

2. Given $l_{10}\ 2$, find the logarithms of 25, .000025, and .125, without the tables

3. Calculate by logarithms,

$$\frac{(5.3)^2 - (2.4)^2}{\sqrt[3]{.0072} + \sqrt[3]{.92}}, \text{ and } \sqrt[4]{\frac{(38)^3}{(241)^2}}.$$

SECTION II.

1. Find the numbers corresponding to the logarithms 3.4131401, $\bar{2}.5415800$, and explain the method.

2. Solve the equation $5^{4x} + 5^{2x} = 5^{6x}$.

SECTION III.

1. Find the amount of £5. 16*s*. 8*d*., accumulating at compound interest for 10 years, reckoning £4. 10*s*. per cent. per annum: (1) paid at the end of each year. (2) paid at the end of each quarter.

2. Show how to find the present value of an annuity of £20, to commence 25 years hence, and last 20 years, the rate of interest being 4 per cent.

SECTION IV.

1. A debt of £100., accumulating at compound interest, is discharged by annual payments of £25.; how much is due after the 4th payment? (The first year's interest is added on the 31st December, 1860, and the first payment is made January 1st, 1861).

2. If a lease of 99 years be purchased for £400., what rent ought to be received that the purchaser may make 6 per cent. per annum on his outlay and, in addition, lay by every year a sufficient sum to enable him to recover his capital at the end of the period?

SECTION V.

1. Draw up notes of a first lesson in long division.

2. Explain, as for children, the difference between interest and discount, with suitable examples.

3. Explain the following paragraph from the *Times* of 7th November, 1860:—

"The quotation of gold at Paris is about 2 mille premium, and the short exchange on London is 25.15 per £1. sterling. On comparing these rates with the English Mint price of £3. 17*s*. 10½*d*. per ounce for standard gold, it appears that gold is $\frac{3}{10}$ dearer in Paris than in London."

Males—Second Year.

ENGLISH GRAMMAR AND COMPOSITION.

Three hours allowed for this Paper.

The first and third Sections refer to the First Book of Milton's "Paradise Lost."

The second and fourth to Shakespeare's play of "Julius Cæsar."

You must confine yourself to *one* of these authors.

Your paper will not be read over unless it contains a paraphrase of *one* of the passages (including the parsing of the words in italics in the same passage.)

You may take the other questions for answering at your discretion from any of the Sections, but you must *not attempt to answer more than six questions* (exclusively of the paraphrase and parsing). You are advised to confine yourself, as far as possible, to the questions arising upon your paraphrase.

SECTION I.

MILTON PAR. LOST, B. I.

"His *spear, to equal* which the tallest pine
Hewn on Norwegian hills to be the mast
Of some great ammiral, *were* but a wand,
He walked with, to support uneasy steps
Over the burning marle, not like *those* steps 5
On Heaven's azure; and the torrid clime
Smote on him *sore* besides, *vaulted* with fire:
Nathless he *so* endured, till on the beach
Of *that* inflamed sea he stood, and called
His legions, angel forms, who lay intranced 10
Thick as autumnal leaves *that strow* the brooks
In Vallombrosa, where the Etrurian shades,
High over arched, imbower; or scattered *sedge*
Afloat, when with fierce winds Orion armed
Hath vexed the Red sea coast." 15

1. Paraphrase this passage.

2. Parse the words printed in italics, and explain fully their construction with the rest of the sentence.

3. Give the derivations and meaning of the words 'hewn,' 'mast,' 'ammiral,' 'marle,' 'azure,' 'clime,' 'nathless,' 'sedge.'

4. Analyse the last seven lines.

5. Give a short analysis of this book.

SECTION II.

SHAKESPEARE. (*Julius Cæsar*).

"But 'tis a common proof
That lowliness is young ambition's ladder,
Whereto the climber *upward* turns his face:
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees

By which he *did* ascend. So Cæsar *may;*
Then *lest* he may, *prevent.* And since the quarrel
Will bear no colour for the *thing* he is,
Fashion it thus; that what he is, *augmented,*
Would run to *these* and these extremities:
And therefore think him *as* a serpent's egg,
Which hatched would as *his* kind grow mischievous;
And *kill him* in the shell."

1. Paraphrase this passage.

2. Parse the words in italics, explaining the construction of each with the rest of the sentence.

3. Analyse the passage from "And since the quarrel," in line 8, to the end.

4. Give, from this play, a sketch of the character of Brutus, *or* Antony, quoting as much of the original as you can.

SECTION III.

MILTON.

" *Anon,* out of the earth, a fabric huge
Rose like an exhalation, with the sound
Of dulcet symphonies and voices sweet,
Built *like* a temple, where pilasters *round*
Were set, and Doric *pillars* overlaid 5
With golden architrave; nor did *there* want
Cornice or frieze, with bossy sculptures graven:
The roof was fretted gold. Not Babylon
Nor great Alcairo, *such* magnificence
Equalled in all *their* glories, to enshrine 10
Belus or Serapis, their gods; or *seat*
Their kings, when Egypt with Assyria strove
In wealth and luxury. The ascending pile
Soon fixed her stately *highth:* and *straight* the doors
Opening their brazen folds discover *wide* 15
Within *her* ample *spaces* o'er the smooth
And level pavement: from the arched roof
Pendant by subtle magic *many a row*
Of starry lamps and blazing cressets, fed
With naphtha and asphaltus, yielded light 20
As from a sky."

1. Paraphrase the first thirteen lines.

2. Parse the words printed in italics, and explain their construction with the rest of the sentence.

3. Analyse the passage beginning "The ascending pile," and ending "As from the sky."

4. Give the derivation and meaning of 'anon,' 'fabric,' exhalation,' 'dulcet,' 'symphony,' 'pilaster,' 'architrave,' 'fretted,' 'pendant,' 'magic,' 'cresset.'

5. Quote from this book allusions to 'Galileo'—to 'the plagues of Egypt'—'the fall of Vulcan'—'the Crusaders.'

SECTION IV.

SHAKESPEARE. (*Julius Cæsar*).

"You must note *beside*
That we have tried the *utmost* of our friends,
Our legions are *brim full*, our cause is ripe:
The enemy increaseth every *day*,
We, at the height, are ready to decline.
There is a tide in the affairs of men,
Which, taken at the flood, leads *on* to fortune;
Omitted, all the voyage of *their* life
Is bound in shallows, and in miseries.
On *such* a full sea are we now *afloat*;
And we must take the current when it *serves*,
Or lose our ventures.

1. Paraphrase this passage.

2. Parse the words printed in italics, and explain their construction with the rest of the sentence.

3. Analyse the passage.

4. Quote from this play passages where the words '*climate*,' '*merely*,' '*success*,' are used in a sense now obsolete.

Explain—'Do what you will dishonour shall be humour.'
'When love begins to sicken and decay
It useth an enforced ceremony.'
'My heart laments that virtue cannot live
Out of the teeth of emulation.'

and give the contexts.

5. Describe, from this play, the character of Cassius, quoting passages.

SECTION V.

1. Give instances where *as* must be parsed as a relative pronoun.

2. Select from the passages you have taken sentences which show any peculiarity in Grammar, and explain them as you would to a pupil teacher.

3. Give directions, as to a pupil teacher, about the order in which words should be taken in a sentence for parsing; and about the order in which sentences should be taken in analyzing.

Males—Second Year.

SCHOOL MANAGEMENT.

Three hours allowed for this Paper.

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

SECTION I.

No Candidate must omit any part of this Section.

From the subjoined extract from a Class Register, calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all.

Age	Name	Mon.		Tues.		Wed.		Thurs.		Friday	
12	J. N.	+	+	+	+				+	+	
10¾	N. S.		+	+	+	+			+		+
11¼	M. E.	+	+	+	+		+	+	+	+	+
9¾	R. N.		+		+	+		+	+		+
12½	G. J.			+		+	+	+	+	+	
11¾	F. R.		+	+		+					
13	A. B.			+	+				+		+
10½	C. D.			+							
12¾	N. M.										
10¼	G. H.	+							+	+	
9½	K. N.	+	+	+			+				+

Make out a clear statement of the summaries to be prepared at the end of each quarter.

Explain exactly the way in which the registers are to be kept by your Assistants, and by yourself. How

much time daily, or weekly, should be allowed for this work, and at what hours?

SECTION II.

1. For what subjects would you require a class-room? And for which classes?

2. What considerations would guide you in the kind, and number of home-lessons to be required from children? Under what circumstances would you omit them?

SECTION III.

Describe the shape, size, and arrangements of a school-room and out offices which you think most convenient for 120 children; make a plan, and be careful to mark on it the position of windows and doors.

SECTION IV.

Suppose you have a School of 100 children, one Pupil Teacher in his first year, and another in his third year, how would you organize it? How would you employ your Pupil Teachers? What part of the work would you take yourself, permanently or occasionally?

SECTION V.

1. Explain the Tripartite system of organization. What are held to be its advantages, and disadvantages, in practice? What are its principles, and how far are they independent of any one particular arrangement of classes?

2. Do you require a different arrangement of subjects on a time table for each day of the week in a small country school, or not? Give reasons in full.

If you have already been promised an appointment to a school, describe it, and give the time table you think would suit it.

If you are still disengaged, give the time table of the school in which you were apprenticed, and state its advantages and disadvantages.

SECTION VI.

Write a short theme on 'Oral Teaching,' its advantages and disadvantages; the subjects in which it should chiefly be resorted to; and the methods you would adopt to ascertain its effect.

Males—Second Year.

PHYSICAL SCIENCE.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. What do you mean by *density*, and by *specific gravity?* If a cubic foot of water expand into 1689 cubic feet of vapour, what will be the specific gravity of the vapour, that of water being 1?

2. Define *cohesion and adhesion*—and give simple examples of their attractive forces.

3. What are the phenomena of *endosmose* and *exosmose?* Give examples of them of a simple kind.

SECTION II.

1. Give an account of the various instruments used for measuring change of temperature. Describe Daniell's *Pyrometer*, and explain its action.

2. Mention some experiments to show that heat is subject to laws of reflection and refraction.

3. What is meant by *specific heat?* How is it measured? What is meant by *latent heat?* Give an example. How is artificial cold produced?

SECTION III.

1. Mention some simple experiment to show to children the *refraction* of light, and explain it fully.

2. Explain the unequal refrangibility of the rays of light. How are the refractive indices of different kinds of light measured?

3. Describe the construction of the astronomical telescope, and draw the course of a pencil through the instrument.

SECTION IV.

1. Explain clearly the theory of the lightning conductor, and describe experiments to show its action.

2. Explain the construction and theory of Grove's battery.

3. Give as simple an explanation as you can of the principle of the electric telegraph, arranging it as for a lesson to an advanced class.

SECTION V.

1. What is meant by the *combining measure* of a gas?

What by its *combining weight?* Give numerical instances.

2. What simple experiments would you make to illustrate the properties of oxygen gas?

What is the difference between *neutral oxides*, *acid oxides*, and *basic oxides?* Give examples of each.

3. How are sulphurous acids, and the sulphuric acid of commerce prepared? Mention their properties.

What are the properties of the solution of sulphuretted hydrogen which render it so valuable to the chemist?

SECTION VI.

1. Mention the non-metallic elements, placing them in the order in which they occur most abundantly in nature.

2. Make notes for a lesson on 'carbon.' Describe the experiments you would exhibit, and mention the compounds of carbon and oxygen, and of carbon and hydrogen, which are *natural* products.

3. Describe the chemical changes which take place in the following cases, giving the results in the proper symbols:—

(1.) One equiv. of phosphate of soda + two equiv. of chloride of calcium.

(2.) One equiv. of sulphide of ammonium + one equiv. of sulphate of zinc.

(3.) Three equiv. of sulphide of ammonium + six equiv. of HO + one equiv. sesqui-chloride of chromium.

Males—Second Year.

ENGLISH LITERATURE.

Three plays of Shakspeare, viz., *King Lear*, *Merchant of Venice*, and *Hamlet*, with *Bacon's* Essays and the History of English Literature from Chaucer to Milton inclusive.

You must take care that your answers show that you have read *all* the selected portions.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

Explain four of the following passages, giving the context in each case:—

(*a*) ——This act persuades me
That this remotion of the duke and her
Is practice only.

(*b*) ——This would have seemed a period
To such as love not sorrow; but another,
To amplifly too much, would make much more
And top extremity.

(*c*) The dram of base
Doth all the noble substance often dout
To his own scandal!

(*d*) Nature is fine in love: and where 'tis fine
It sends some precious instance of itself
After the thing it loves.

(*e*) A substitute shines brightly as a king
Until a king be by; and then his state
Empties itself, as doth an inland brook
Into the main of waters.

(*f*) All things that are,
Are with more spirit chased than enjoyed.

SECTION II.

Paraphrase *one* of the following passages:—

1. When we our betters see bearing our woes,
We scarcely think our miseries our foes.
Who alone suffers, suffers most i' the mind;
Leaving free things, and happy shows, behind:
But then the mind much sufferance doth o'erskip,
When grief hath mates, and bearing fellowship.
How light and portable my pain seems now,
When that, which makes me bend, makes the king bow;
He childed, as I fathered!—Tom away:
Mark the high noises; and thyself bewray,
When false opinion, whose wrong thought defiles thee,
In thy just proof, repeals, and reconciles thee.

2. O what a noble mind is here o'erthrown!
The courtier's, soldier's, scholar's, eye, tongue, sword;
The expectancy and rose of the fair state,
The glass of fashion, and the mould of form,
The observed of all observers! quite, quite down!
And I, of ladies most deject and wretched,
That sucked the honey of his music vows,
Now see that noble and most sovereign reason,

Like sweet bells jangled, out of tune and harsh;
That unmatched form and feature of blown youth,
Blasted with ecstasy: O woe is me!
To have seen what I have seen, see what I see!

3. How sweet the moonlight sleeps upon this bank!
Here will we sit, and let the sounds of music
Creep in our ears: soft stillness, and the night,
Become the touches of sweet harmony.
Sit, Jessica: look, how the floor of heaven
Is thick inlaid with patines of bright gold;
There's not the smallest orb which thou beholdest,
But in his motion like an angel sings,
Still quiring to the young-eyed cherubims.
Such harmony is in immortal souls;
But while this muddy vesture of decay
Doth grossly close it in, we cannot hear it.

SECTION III.

Analyse this passage:—

It is enacted in the laws of Venice,—
If it be proved against an alien,
That by direct, or indirect attempts,
He seek the life of any citizen,
The party, 'gainst the which he doth contrive,
Shall seize one half his goods; the other half
Comes to the privy coffer of the state;
And the offender's life lies in the mercy
Of the duke only, 'gainst all other voice.

SECTION IV.

1. Make notes upon ten of the following words which occur in the three selected plays: *tranect, counterfeit, to peize, regreet, to slubber, patch, eanling, gasted, freshment, meiny, to gallow, whelked, costard,* to *beteem, thew,* to *cote,* '*This quarry cries on havock.*'

2. What were the sources from which Shakespeare drew the materials for his play of Hamlet *or* King Lear? Sketch the plot of one of them.

3. Sketch the character of *Lear,* or *Portia;* illustrate by quotation the particulars you mention.

SECTION V.

1. Paraphrase—"Honor hath three things in it; the vantage ground to do good; the approach to kings and principal persons; and the raising of a man's own fortunes. He that hath the best of these intentions when he aspireth, is an honest man; and that prince that can discern of these intentions in another that

aspireth is a wise prince. Generally let princes and states choose such ministers as are more sensible of duty than of rising; and such as love business rather upon conscience than upon bravery, and let them discern a busy nature from a willing mind."

2. What difference does Bacon make between 'Goodness' and 'Goodness of Nature'? Give an account of the essay with that title. Who were *Busbechius*, *Machiavel*, *Æsop*, and *Timon?*

3. Give the substance of the essay on *Cunning*. "There is a cunning which we in England call '*The turning of the cat in the pan.*'" What is it?

SECTION VI.

1. What is the subject of the essay on *Plantations?* Analyse it. Give instances in which Bacon's 'counsels' were neglected by this country. What was the result?

2. Explain these words used by Bacon in the essays; to '*moil*,' '*gingle*', '*oes*', '*newel*,' to '*proyne*.'

Explain 'Merchandize is the venaporta of wealth in a state.'

'In beauty that of favour is more than that of colour; and that of decent and gracious motion more than that of favour.'

'Men's behaviour should be like their apparel, not too strait or point device, but free for exercise or motion.'

SECTION VII.

1. Enumerate and state (briefly) the contents of Milton's works in prose and verse.

2. A short account of the literary productions of Queen Anne's reign.

3. What were the writings of Skelton, Surrey, Wyatt, & Sackville?

Males—Second Year.

MECHANICS.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Show how by placing the sails of a ship in different positions, it is caused to move in directions different from that in which the wind blows. Draw diagrams.

2. What is the *centre of gravity?* Explain why we bend forward in rising. What is the motion of the centre of gravity, when a man is walking?

3. Explain the action of the wedge in mortise-joints. Explain the mechanical action of the saw.

SECTION II.

1. Explain the construction of a good balance, and show how to find the true weight of a substance with a false balance.

2. Explain the action of the fusee in a watch.

3. Explain why a rope gains in holding power when wound several times round an axle. In what ratio does the resistance increase? Explain the mechanical principle involved in a knot.

SECTION III.

1. Prove that in accelerated motion the space described in (t^{th}) is equal to ($\frac{1}{2} ft^2$.)?

2. I observe the time when a stone is dropped from the top of a cliff 400 feet high, and the sound of its striking the ground comes to me in 7" from the first observation. How far am I from the foot of the cliff? (Sound travels 765 miles in an hour).

SECTION IV.

1. If a body descend by gravity from rest along a smooth continuous curve, situated in a vertical plane, its velocity at any point will be the same as if it had fallen freely through the same vertical space. Prove this.

2. Describe the whorling table. How could you show by means of it that the centrifugal force is proportional to the square of the angular velocity multiplied by the radius?

3. A seconds pendulum is carried to the top of a mountain 2000 feet high—assuming the earth's radius at 4000 miles—how many seconds will it lose in a day?

SECTION V.

1. On what principle does rifling the bore of a gun increase the accuracy of the flight of the projectile?

2. Describe all the mechanical contrivances used in a common door bell, tracing them from the handle to the bell's clapper.

3. Describe the *mangle wheel*; state its object, and refer to some machine in which it is used.

SECTION VI.

Make notes and diagrams for explaining to a class the construction of a thrashing machine, whether driven by horses or by steam.

Males—Second Year.

LATIN.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

Translate into English—

Cæsar quum septimam legionem, *quæ* juxta *constiterat*, item urgeri ab hoste *vidisset*, Tribunos militum monuit, ut paullatim *sese* legiones conjungerent, et conversa signa in *hostes* inferrent. *Quo* facto, quum *aliis* alii subsidium ferrent, neque timerent, ne *aversi* ab hoste circumvenirentur, *audacius* resistere ac fortius pugnare cæperunt. Interim milites legionum duarum quæ in novissimo agmine *præsidio* impedimentis fuerant, *prælio* nunciato, *cursu* incitato, in summo colle ab hostibus *conspiciebantur:* et T. Labienus *castris* hostium potitus, et ex loco superiore *quæ* res in castris nostris gererentur, conspicatus, decimam legionem *subsidio* nostris misit: qui, quum ex equitum et calonum fuga, quo in loco res esset quantoque in periculo et castra et legiones et Imperator *Versaretur*, *cognovissent*, nihil ad celeritatem *sibi reliqui* fecerunt.

SECTION II.

1. Parse (accidence and syntax) the words in italics.
2. Parse the verbs which are in the subjunctive mood in the passage given above, and explain the rules for their government.

SECTION III.

Translate into English—

Huc ubi delatus Cumæam accesseris urbem,
Divinosque lacus, et averna sonantia silvis;
Insanam vatem adspicies: quæ rupe sub ima
Fata canit, foliisque notas et nomina mandat.
Quæcunque in foliis descripsit carmina, virgo 5
Digerit in numerum atque antro seclusa relinquit.
Illa manent immota locis, neque ab ordine cedunt.
Verum eadem, verso tenuis quum cardine ventus
Impulit, et teneras turbavit janua frondes,

Nunquam deinde cavo volitantia prendere saxo, 10
Nec revocare situs, aut jungere carmina curat.
Inconsulti abeunt, sedemque odere Sibyllæ.

SECTION IV.

1. Give the rules for the government of
   Urbem, silvis, rupe, foliis, antro, locis, cardine, situs.
2. Scan the lines 6, 7, 10, marking all the quantities.
3. Give the first person singular present, the first person singular perfect, of the indicative mood, and the infinitives of the verbs,
   Accesseris, sonantia, adspicies, canit, descripsit, cedunt, impulit, prendere, jungere, abeunt, odere.

SECTION V.

Translate into Latin—

Crassus, directed the prefects of the cavalry to
cohortari
stir up their men by great rewards and promises, *and*
excitare præmium pollicitatio
(pointed out) what he wished to be done. Four cohorts
ostendo
being brought out, which had been left (to guard) the
educere relinquere præsidum
camp, and so were fresh for work, they quickly
integer celer
reached the entrenchments we have spoken of, and,
pervenire munitio
having broken through them, (took up a position) in the
perrumpere constare
enemy's camp.

SECTION VI.

1. What are the three concords in Latin Syntax? Give them, with examples.
2. What is there peculiar in the use of *opus* and *usus*? Give examples.
3. What adjectives take after them a genitive case? Give examples.
4. What is the rule for the government of verbs of *remembering*? Give examples.
5. Put into Latin these phrases, giving the rules—
   "at all times,"
   "to Rome," "at Rome."
6. When does *ut* take the subjunctive mood after it, and when not?

Males—Second Year.

MATHEMATICS.

Books of Trigonometric Tables may be used, provided they contain no treatise on Logarithms or Trigonometry.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. The sides about the equal angles of equiangular triangles are proportional; and those which are opposite to the equal angles are homologous sides, *i.e.*, are the antecedents or consequents of the ratios.

2. Similar triangles are to one another in the duplicate ratio of their homologous sides.

3. In equal circles, angles—whether at the centre or the circumference—have the same ratio which the circumferences on which they stand have to one another.

SECTION II.

1. If semicircles be described on the shorter sides of a right angled triangle, their point of intersection will be in the side subtending the right angle.

2. If a circle roll within another of twice its size, any point in its circumference will trace out a diameter of the larger circle.

3. Describe a circle touching a given straight line, and also two given circles.

SECTION III.

1. If the number of terms in an arithmetic progression be odd, twice the middle term is equal to the sum of the first and last terms.

2. The number of combinations of (n) things taken (r) together is equal to the number of combinations of (n) things taken ($n-r$) together.

3. Expand by the Binomial Theorem $\frac{1}{\sqrt{1-x^2}}$ and $(2x-7y)^{\frac{2}{7}}$, to 4 terms.

4. Approximate by continued fractions to the square root of 17, and explain the method.

5. If $x^4+ax^3+bx^2+cx+d$ is a complete square, what are the relations between a, b, c, d?

SECTION IV.

1. Prove that

$$\cos(A-B) = \cos A \cos B + \sin A \sin B.$$

Draw your figure for the demonstration, when A and B are both greater than 90° and both less than 180°.

2. Prove $\tan A + \cos A = 2 \operatorname{cosec} 2A$

and if $\tan^2 A + \sec 2A = \frac{7\sqrt{3}-10}{\sqrt{3}}$, prove that $A = 60°$.

3. Given two sides and the included angle of any triangle, show how to find (1) the other angles; (2) the third side independently of the other angles.

SECTION V.

1. One side of a right angled triangle = 21 ft. 7 in., and the opposite angle = 30° 9′ 12″, find the remaining parts.

2. A base AB, 300 feet in length, is measured on a level plain in a direction pointing to the base of a tower. The angles of elevation of the tower from A and B respectively are 34° 20′ 9″, and 47° 19′ 10″. Find the height of the tower.

3. To determine the horizontal distance between A and B, two distant objects, a base line CD was measured = 536 yards, and the following angles were measured ACB = 57° 40′, BCD = 40° 16′, ADB = 71° 7′, ADC = 42° 22′. Find AB.

SECTION VI.

1. Explain the construction and use of the 'optical square.'

2. Show how to measure the distance between two inaccessible objects, with a chain and stakes only, without any angular instrument.

3. Explain the construction and use of the Theodolite. How is the error of eccentricity in the circular plates eliminated?

Male Students—Second Year—Scotland.

CHURCH HISTORY.

Three hours allowed for this Paper.

SECTION I.

1. Quote from Scripture the expressions in which

Christ himself referred to the *Church*, and in which it is first mentioned historically.

2. Give the history of the recognition of Gentile believers as members of the Church, and of the opposition made to their admission.

3. Mention the various titles contained in Scripture of those who held office in the Christian Church. Give reasons for believing that some different titles indicated the same office, and that some offices were temporary.

SECTION II.

Give a general account of the persecutions which the Church endured under the Pagan emperors, with notes of a lesson on *one* of the following periods:—

1. The reign of Trajan.
2. That of Marcus Aurelius.
3. The period A.D. 303–313.

SECTION III.

Mention the dates of the first four general councils and the places where they were held. Give particulars regarding *one* of them, specifying the name of the heretic and the nature of the heresy condemned, and individuals conspicuous in opposing the heresy.

SECTION IV.

1. What heresy agitated the Church in the fifth century (apart from those relating to the Trinity)? Give some account of its principal opponent.

2. Mention the principal facts in the history of the city of Jerusalem in the first four centuries.

3. By whom, and in connexion with what subjects, were claims of supremacy on the part of the Church of Rome advanced in the early ages?

Female Candidates—First Year—Scotland.

SHORTER CATECHISM.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

Answer *one* of the following questions. Give the proofs from Scripture, and indicate the clauses to which they refer.

1. What is the misery of that estate whereinto man fell?

2. What is effectual calling?

3. What are the benefits which in this life do accompany or flow from justification, adoption, and sanctification?

SECTION II.

1. Quote the answers relating to the offices of Christ as our Redeemer, with the proofs from Scripture of one of them.

2. What are the duties required in the fifth and eighth, and the sins forbidden in the ninth and tenth, Commandments?

3. Distinguish justification and sanctification, with illustrations from Scripture.

SECTION III.

1. Give the answers in the Catechism which indicate the state of believers at death and at the resurrection, with proofs from Scripture for the latter.

2. Quote the answer to the question, "What is prayer?" with the proofs from Scripture. State the circumstances which led to the giving of the Lord's Prayer.

SECTION IV.

Explain, as you would to a class, one of the following:—

1. What is the chief end of man?

2. What is repentance unto life?

3. What is a sacrament?

Female Candidates—First Year.

CATECHISM AND LITURGY.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Explain the expressions "Member of Christ," "Children of wrath," "All the elect people of God," "In authority under the Queen," "Ghostly enemy," and illustrate each of them by scriptural texts.

2. Prepare the notes of a lesson on Christian Obedience.

SECTION II.

1. Quote the clauses in the Nicene Creed which are not found in the Apostles' Creed, and illustrate them by scriptural texts.

2. On what conditions is absolution pronounced in our Church Service? Show the agreement of those conditions with the teaching of the Catechism, and with the services for Baptism and Holy Communion.

3. Under what heads may all acts of worship be classified? Give instances of each from our daily service.

SECTION III.

1. What portions of the prophetical writings are appointed for public reading on Sundays? Give a clear account of some of the lessons selected for the services in Advent.

2. What festivals commemorate the events of our Lord's History? What lessons from the Old Testament are read on these occasions?

3. Prove, from Holy Scripture, the propriety of our intercessory prayers, and of the special supplications in the Litany.

SECTION IV.

What does our Church teach in the 39 Articles concerning The sufficiency of Holy Scripture; The state of man after the fall; and Good works? Prove the correctness of such teaching from Holy Writ.

Female Candidates—First Year.

HOLY SCRIPTURE.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.
DEUTERONOMY.

1. With what nations were the people of Israel brought into contact on their way from Egypt to Canaan? How were they instructed to deal with them? What rules did Moses prescribe for warfare?

2. What proofs of God's mercy, and of the people's rebellious and presumptuous spirit, are enumerated by

Moses? Quote some verses of menace and warning from his song.

3. Quote the chief precepts inculcating humanity and equity in the dealings of Israelites towards each other and towards strangers.

4. Give a clear account of the Song of Moses, and quote from it four consecutive verses.

SECTION II.

1. In what books are these persons named? Achan, Manoah, Elkanah, Shimei, Abiathar, Asa. Give a brief account of each.

2. Give some account of the conquests of David.

3. On what occasions are the following persons named in the historical books? Nathan, Ahijah, Hanani, Hilkiah, and Hildah.

4. Name the 12 minor prophets, and quote the chief prophecies concerning our Lord in their writings.

SECTION III.

1. Explain very fully the prophecy concerning our Lord in the book of Deuteronomy. What other prophecies are recorded in the four last books of the Pentateuch?

2. What persons and events mentioned in the last four books of the Pentateuch can be proved to have been types of our Lord's person or work?

SECTION IV.
GOSPEL OF ST. LUKE.

1. What lessons are directly inculcated in the following parables? "The Two Debtors," "The Friend at Midnight," "The lost piece of Silver," "The unjust Judge," "The Ten Pounds."

2. In which portions of St. Luke's Gospel are events unnoticed by the other evangelists most fully recorded? Enumerate the most remarkable of such events in the last of those portions.

3. Describe the character of the sepersons—Simeon, Anna, Mary and Martha, Zaccheus.

4. What prophecies were fulfilled on these occasions? Our Lord's discourse in the synagogue at Nazareth—The healing of the lepers—His trial, condemnation, and resurrection.

SECTION V.
ACTS OF THE APOSTLES.

1. By what internal evidence is St. Luke proved to have been the author of this book? Name the chief events between the day of Pentecost and the arrest of

St. Peter, and describe that Apostle's conduct under persecution.

2. Analyze the discourse of St. Peter at Pentecost, and that of St. Stephen, and compare the effects of the two discourses.

3. Give an account of the circumstances which led to the appointment of Deacons, and of the results of the persecution which followed the death of St. Stephen.

4. Give instances of faith, humility, patience, devotion, courage, zeal, and brotherly love manifested by the early Christians.

Female Candidates—First and Second Years.

ARITHMETIC.

Three hours allowed for this Paper.

You are not allowed to answer more than one Question in each Section; but when there are two Sums in the same Question, both may be worked.

SECTION I.

1. Divide 460873 by 7, and explain each step in the process.

2. How many suits can be made from a piece of cloth measuring 23½ yards, reckoning a coat at 1¾ yard, trowsers at 1 yard 3 nls., and waistcoat at ¼ yard 2 nls.?

3. Explain the terms "common measure," and "common multiple."

How would you explain and illustrate to a child the fact that the value of a fraction is not altered by multiplying the numerator and denominator by the same number?

SECTION II.

1. How many coins, containing 5½ grains of silver each, can be made out of a bar of silver, weighing 14 lbs. 11 oz.?

2. Find by practice the value of 371¾ at £4 13*s.* 7*d.*; and of 23 cwt. 3 qrs. 8 lbs., at £3 19*s.* 11*d.* per cwt.

3. How many pounds of tea, at 5*s.* 6*d.* per lb., must be given in exchange for 293 yards of silk, at 3*s.* 4½*d.* per yard?

SECTION III.

1. If a piece of plate that weighs 7 oz. 9 dwts. 15 grs., cost £11 12*s.* 2*d.*, how much of it cost £1 13*s.* 2*d.*?

2. By selling goods at £3 14*s.* 6*d.* a cwt., which cost

me 50*s.* a cwt., I gained 2 guineas; what quantity did I buy?

3. How many days will 10 men require to manufacture $47\frac{1}{2}$ reams of paper, working 12 hours a day, when 15 men take 9 days, working 11 hours a day, to make $52\frac{1}{4}$ reams?

SECTION IV.

1. Divide $8\frac{3}{5}$ by $\frac{1}{2}$ of $\frac{4}{5}$ of 5.

If $3\frac{1}{5}$ lbs. cost $8\frac{4}{7}$ shillings, what will $97\frac{3}{10}$ lbs. cost?

2. Divide the sum of ·763 and 1·2854 by their difference.

Reduce 3 days 17 hours to the decimal of a week; 14·7 minutes to the decimal of a day.

3. If the price of an oz. of tea is 3·75*d.*, what is the price of 17·28 lbs.?

SECTION V.

1. What is the amount of £795 13*s.* 4*d.* at $3\frac{1}{2}$ per cent. for 6 years 247 days?

2. If 4 per cent. be lost by selling linen at 2*s.* 9*d.* per yard, at what price must it be sold to gain 10 per cent.?

3. A field of grass is rented by two persons for £27—the one keeps in it 15 oxen for 10 days, and the other 21 oxen for 7 days; find the rent to be paid by each, supposing the pasturage to remain equally good throughout.

SECTION VI.

BOOK-KEEPING—(Second Year).

1. Explain the use in book-keeping of the terms "Debtor" and "Creditor."

2. Journalize the following entries from the Waste-book:—

(*a.*) Sold 15 lbs. of tea, at 4*s.* 4*d.* per lb., cash.
(*b.*) Bought on credit, from John Smith, 42 lbs. of cheese, at $5\frac{1}{2}$*d.* per lb.
(*c.*) Paid Sarah Jones on account £21.

3. State the exact steps to be taken in transferring accounts from the Journal to the Ledger.

4. Construct and close a sugar account from the following particulars:—

Bought 3 hhds., each $9\frac{1}{2}$ cwt., at 32*s.* per cwt.
" 5 hhds., each $8\frac{1}{2}$ cwt., at 27*s.* per cwt.
" 16 hhds., each $7\frac{3}{4}$ cwt., at 32*s.* 6*d.* per cwt.
Sold 2 hhds., each $9\frac{1}{2}$ cwt., at 35*s.* per cwt.
" 3 hhds., each $8\frac{1}{2}$ cwt., at 31*s.* 6*d.* per cwt.
" 10 hhds., each $7\frac{3}{4}$ cwt., at 40*s.* per cwt.

Female Candidates—First Year.

GEOGRAPHY.

(*Three hours allowed for this Paper.*)

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Name the chief towns in the counties of Durham, York, Lancashire, Somerset, Stafford, and Warwick. Give an account of their population, manufactures, and general condition.

2. Give an account of the mineral productions of England, and specially of the situation and extent of the coal fields.

SECTION II.

1. Where are the following towns situate? For what are they remarkable? Kirkwall, Stornoway, Inverness, Aberdeen, St. Andrews, Stirling, and Linlithgow.

2. Name the Irish lakes, and the chief towns in Ulster and Connaught.

3. Give some account of the commerce and manufactures of Ireland or Scotland.

SECTION III.

Draw one or two of these maps, and insert the names of the rivers and chief towns:

1. The coast line from the Mersey to Barnstaple.
2. Scotland north of the Caledonian Canal.
3. Ireland.

SECTION IV.

N.B.—A map of either of the following countries will be accepted in place of a written answer.

1. Describe generally the physical features of France; name its chief cities and its foreign possessions.

2. Name the rivers of Spain. For what are the following places celebrated? Where are they situate? Corunna, Vittoria, Saragossa, Valencia, Granada, and Seville.

3. Name the chief cities in Italy, the states in which they are situate, and some of the most interesting events associated with them.

SECTION V.

1. Describe the general contour and range of the mountains in Southern Europe; name the principal

heights and passes, and give a clear account of the effects of the mountains upon the climate of the adjoining countries.

2. Give some account of the principal manufactures and productions of the countries bordering on the Baltic.

3. To what physical causes may the power, wealth, and civilization of Europe, as compared with the other continents of the Eastern hemisphere, be to a great extent attributed? Give special instances of the effects of such causes upon countries in the West of Europe.

Female Candidates—First Year.

GRAMMAR.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Show, by examples, the several modes in which nouns are formed from verbs in English.

2. What is meant by each of the following terms as used in parsing verbs and substantives:—'voice,' 'mood,' 'tense,' 'person,' 'number,' 'gender,' 'case'? and state which of these terms belong to verbs, and which to substantives, and which are common to both.

3. Enumerate and fully explain, illustrating by examples, the several uses of the preposition in the English language.

SECTION II.

1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets:—

"But *me*, not destined *such* delights to share,
My *prime* of life in wandering *spent*, and *care*;
Impelled, with steps unceasing, to pursue
Some fleeting good *that* mocks me with the view;
That like the *circle*, bounding earth and *skies*,
Allures from *far*, *yet*, as I follow, flies;
My fortune leads to traverse realms alone,
And *find* no spot of all the world my own."

Traveller.

2. Express the full meaning of the following passage in plain prose:—

"The crystal *drops*
That *trickle* down the branches, *fast-congealed*,
Shoot into pillars of pellucid length,

And *prop* the pile they *but adorned* before.
Here grotto within grotto *safe*, defies
The sunbeam; there, embossed and fretted *wild*,
The growing wonder takes a thousand shapes
Capricious, in *which* fancy seeks in vain
The likeness of some object *seen before*."

The Task, Bk. V.

3. Paraphrase the following passage:—

"Sweet Auburn! *parent* of the blissful hour,
Thy glades *forlorn* confess the *tyrant's* power.
Here, *as* I take my solitary rounds,
Amidst thy tangling walks and ruined *grounds*,
And, *many a year elapsed*, return to view
Where once the cottage stood, the garden grew,
Remembrance wakes, with *all her* busy train,
Swells at my breast, and *turns* the past to pain."

Deserted Village.

SECTION III.

1. Parcel out any one of the above passages into simple sentences.

2. Distinguish between 'simple,' 'compound,' and 'complex' sentences, and give an example of each from the passages below.

3. Write an analysis of the extract from The Task, from the beginning down to "they but adorned before;" or of the passage from The Deserted Village, from "Here, as I take," to the end.

N.B. *The passages are printed again below for the sake of reference.*

SECTION IV.

Parse the words printed in Italics in the passage which you have taken for analysis or paraphrase.*

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* "But *me*, not destined *such* delights to share,
My *prime* of life in wandering *spent*, and *care*;
Impelled, with steps unceasing, to pursue
Some fleeting good, *that* mocks me with the view;
That like the *circle*, bounding earth and *skies*,
Allures from *far*, *yet*, as I follow, flies;
My fortune leads to traverse realms alone,
And *find* no spot of all the world my own."

Traveller.

"The crystal *drops*
That *trickle* down the branches, *fast-congealed*,
Shoot into pillars of pellucid length,
And *prop* the pile they *but adorned* before.
Here grotto within grotto *safe*, defies
The sunbeam; there, embossed and fretted *wild*,
The growing wonder takes a thousand shapes

SUPPLEMENTARY.

1. Write out, from memory, in proper metrical form, with correct punctuation, about ten lines from The Task, or from any other poem *written in blank verse.*

2. State what you believe to be the chief differences between poetry and prose.

3. What is meant by the 'concords' in English grammar? give examples of each of them from the extracts below.

4. Give a list of adjective terminations in English, and show the general meaning of each.

5. To what original stock of languages does ours belong? What events in the history of England have had most influence in modifying her language?

Female Candidates— First Year.

BRITISH HISTORY.

(*Three hours allowed for this Paper.*)

You are not permitted to answer more than one question in each Section.

SECTION I.

1. When did the invasions of the Northmen commence; in what reigns did the English suffer most from their incursions?

2. Give an account of the chief events in one or more of these reigns: Alfred the Great, Canute, Harold II.

3. Name the Queen consorts in the reigns of Henry I., Stephen, Henry II., Henry III., Edward I. Describe the characters of one or more of these princesses.

4. Name the Scottish Sovereigns who reigned in the fifteenth Century. Give a short account of *one* of these Reigns.

SECTION II.

1. In what reigns were these battles fought, between

Capricious, in *which* fancy seeks in vain
The likeness of some object *seen before.*

The Task, Bk. VI.

Sweet Auburn! *parent* of the blissful hour,
Thy glades *forlorn* confess the *tyrant's* power.
Here, *as* I take my solitary rounds,
Amidst thy tangling walks and ruined *grounds,*
And, *many a year elapsed,* return to view
Where once the cottage stood, the garden grew,
Remembrance wakes, with *all her* busy train,
Swells at my breast, and *turns* the past to pain.

Deserted Village.

what parties, and with what results? Hastings, Lewes, Nevill's Cross, Evesham, Bosworth.

2. In which reigns, before that of Henry VIII. were the greatest advances made in good government, commerce, and literature?

3. Name the most distinguished persons in the Wars of the Roses.

4. What was the origin of the House of Stewart? Name the Scottish Sovereigns of this House; and mention the principal events in the Reign of Queen Mary.

SECTION III.

1. At what age did Charles I. ascend the throne? Who was his chief adviser during the early part of his reign? Describe that person's character and fate.

2. Give some account of the proceedings of the Star Chamber in this reign.

3. Describe the first proceedings of the Long Parliament.

4. Who were the chief supporters of the Royal and Parliamentary causes in the Civil Wars?

SECTION IV.

1. What changes were made by the Long Parliament in the constitution and religion of the country?

2. Give the dates, and describe the course and results, of the battles of Edgehill, Newbury, Marston Moor, and Naseby.

3. Give some account of the trial of Charles I.

Female Candidates—First Year.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

1. Explain clearly the classification of children in the Infant School of your Institution—whether it be the same for all subjects; if not, when and how the changes take place—what proportion of time is given to gallery lessons?

2. What methods are best for teaching children the form and power of letters? What progress in reading may be reasonably expected to be made by an intelligent infant in the first two years of school attendance?

3. Explain exactly the causes of imperfect articulation, and the best methods of treating natural defects or bad habits of pronunciation.

4. Enumerate and classify the combinations of letters which present the greatest difficulties in reading lessons. Take some of these combinations and explain the method by which you propose to instruct young children in the art of reading words in which they occur.

5. How much time should be spent in writing on slates by children in the several divisions of an Infant School? State exactly what progress you would consider satisfactory in each division.

6. How do you teach numeration and notation? Give examples of questions in arithmetic best adapted for children of 4, 7, and 9 years of age, who have been well instructed up to those ages.

7. What lessons in Natural History are given in your school? Give a clear account of the last lesson which you heard. What are the chief objects of these lessons?

8. What exercises in the use of language, in Grammar and in Geography, are found most effective in Infant Schools?

9. What rewards and punishments are used in your school? What principles must guide the teacher in their use? How far are they necessary? what effects do they produce if administered injudiciously?

Students *who are about to leave the Institution, and* Teachers *in charge of Schools,* must *answer the following question.*

11. Give an exact account of the weekly register and quarterly summary used in your school, and write out the rule for finding each of the averages therein recorded.

Not less than half-an-hour should be reserved for the following Exercise (if attempted.)

10. A full abstract of a lesson upon *one* of the following subjects:—

Truthfulness. Selfishness. Cleanliness.

Female Candidates—First and Second Year.

DOMESTIC ECONOMY.

Two hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Enumerate the effects produced by different kinds of food, and explain clearly the advantages of a judicious dietary.

2. Give a full account of the properties and uses of milk.

3. Give instances of waste of food, and directions how to use articles commonly wasted.

SECTION II.

N.B.—In answering one of these questions, state exactly what time you have spent in the laundry, and what kind of work you have done in it.

1. What means are commonly employed for purifying water? How far are they severally effectual? What are the effects of impurities in water in a sanitary or economical point of view?

2. Give clear directions for washing flannel and for clear-starching. What are the objections to bleaching powder and brushes in washing?

3. Explain clearly the properties and uses of soda and soap.

SECTION III.

1. Describe vaccination. What rules were observed about vaccination in the parish where you were brought up? Can you tell whether all the children in the school where you were apprenticed, or of which you are mistress, have been vaccinated? What rule would you wish to have enforced by the managers of a school? By what arguments would you meet the objections of prejudiced parents?

2. Enumerate the causes and effects of the most common contagious diseases, and the best methods of prevention and cure in the case of scarlet fever.

SECTION IV.

1. Explain the process of respiration, and the effects of bad ventilation upon the constitution.

2. If a mistress saves one-fourth of an income of £50 during 30 years, and invests that sum, and the interest accruing therefrom, regularly in a savings' bank at 2¾ per cent., what sum will she have at the end of the time?

3. Give the substance of the advice which you have received in your Training College upon the furnishing of your house or apartments, or upon your household economy.

SECTION V.

Prepare the full abstract of a lesson—

First Year Students, on { Combustion, or Bread-making.

Second Year Students, on { The choice of a Dwelling. The preservation of Health.

Female Candidates—Second Year.

CATECHISM, LITURGY, AND CHURCH HISTORY.

(*Three hours allowed for this Paper.*)

N.B. Candidates must answer one question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

1. Explain the following expressions, and illustrate the meaning of each by texts or examples from Holy Scripture: "A member of Christ." "Who hath redeemed me." "In authority under the Queen." "Our Ghostly enemy." "Means whereby we receive the same, and a pledge to assure us thereof."

2. Prepare the notes of a lesson on *one* of the following subjects:—

The responsibilities of Christians.
Guilelessness.
Private prayer.

SECTION II.

1. Explain fully the form of absolution used in the daily service, and quote proofs from Holy Scripture.

2. Quote the passages in the Nicene Creed which are not found in the Apostles' Creed, and give Scriptural texts in support of each passage.

3. Enumerate the "Hymns" ordered to be used after the Lessons in the Morning and Evening Service. Wherein do the Hymns ordered to be used after the First Lesson in the Morning Service differ from the rest?

SECTION III.

1. State the doctrine of our Church, in the words of the 39 Articles, on the following points:—"The person of Our Lord." "Justification." "The Christian Ministry." "The benefits of the Lord's Supper." "Community of goods." Explain *one* of the Articles which bear upon these points; support the statements by Scriptural proofs; and give some account of the controversy to which they refer.

SECTION IV. (Supplemental.)

Not more than two of these questions may be answered.

1. Who were the chief writers of the Anglo-Saxon Church? Give some account of the life or writings of one of these persons.

2. When did the following prelates live? For what

were they severally remarkable? Wilfrid, Dunstan, Lanfranc, Chicheley, Wareham, Whitgift, J. Taylor, Bancroft, Tillotson.

3. State facts which show the progress of the Reformation in the reign of Henry VIII. What doctrines held by our Church were condemned by the law at the end of that reign?

4. Give a clear account of the objections to our Liturgy which were urged at the Hampton Court Conference, and of the answers to those objections.

5. How many revisions has the Prayer Book undergone? What were the most important alterations at each revision?

Female Candidates—Second Year.

HOLY SCRIPTURE.

Three hours allowed for this Paper.

N.B.—Candidates must first answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

ISAIAH.

1. Quote texts from Isaiah which describe the meekness, humility, tenderness, and wisdom of Christ.

2. In which chapters are found the strongest denunciations of these sins—idolatry, hypocrisy, spiritual pride? Quote some verses from each.

3. Give some account of the chief prophecies which refer to the conversion of the Gentiles.

4. Enumerate the prophecies in the latter part of Isaiah which are quoted in the New Testament.

5. Give some account of the chief historical events referred to in the prophecies of Isaiah.

ST. LUKE'S GOSPEL.

1. Enumerate the chief events in our Lord's history which are recorded by St. Luke alone.

2. Explain the following sayings of our Lord, and quote the context of each:—"New wine must be put into new bottles." "Wisdom is justified of all her children." "Whosoever will save his life shall lose it." "One thing is needful." "I have a baptism to be baptized with."

3. Give a full account of our Lord's discourse to the two disciples in the last chapter of this gospel.

THE ACTS OF THE APOSTLES.

1. Quote the chief passages which describe the character and conduct of the early converts to Christianity.

2. Enumerate the persecutions of the apostles, recorded in the Acts, and quote the words of St. Peter on one of these occasions.

3. Name the places visited by St. Paul in his second missionary journey.

4. Compare the miracles of St. Peter and St. Paul.

5. Analyse two discourses of St. Paul.

6. Give instances of St. Paul's zeal, patience, tenderness, prudence, and fortitude.

EPISTLE TO PHILIPPIANS.

1. Quote the chief passages which cast light on the condition of St. Paul at Rome, and on the results of his imprisonment.

2. State all that you know of the history and character of Epaphroditus.

3. Quote texts which inculcate humility, unity of spirit, perseverance, and advance in holiness.

4. Explain these expressions—"Sincere and without offence." "To live is Christ, and to die is gain." "Thought it not robbery to be equal with God." "The righteousness which is of God by faith."

1ST. PETER.

1. To what churches was this epistle addressed? By whose labours were they chiefly founded?

2. In what terms does St. Peter speak of the Prophets?

3. "A lamb without blemish and spot." Explain this fully.

4. Quote texts from St. Peter on the doctrine of the Atonement.

5. Upon what moral and spiritual points is most stress laid in this epistle? Quote the passages.

Female Candidates—Second Year.

GEOGRAPHY.

Three hours allowed for this Paper.

N.B. Candidates must answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

1. Name the British possessions in North America, and give a clear account of the extent, population,

physical features, and productions of Canada, New Brunswick or Nova Scotia.

2. What islands does England possess in the Mediterranean and the Atlantic? Give an account of the physical features and general condition of one of these islands.

3. Give an account of the situation, and extent of these possessions—Ceylon, Mauritius, Honduras, Victoria, Antigua, Labuan, Aden; and describe the physical features, and condition of one or more of them.

SECTION II.

1. Give some account of the lakes which flow into the St. Lawrence river, and describe the Falls of Niagara.

2. Which are the chief cities of Pennsylvania, Maryland, Massachusetts, and North Carolina?

Describe the extent and direction of Apalachian or Alleghany mountains.

Between what states do these rivers flow—The Connecticut, Delaware, Potomac, and Savannah?

3. For what are these places in North America remarkable, and where are they situate? Boston, Cambridge, Lowell, Pittsburgh, Natchez, Detroit, and Vera Cruz.

4. Give some account of the climate, physical features, and condition of New York, Virginia, and Kentucky.

SECTION III.

1. What are the most important characteristics of the two great oceans?

2. Describe the course of the great equatorial current, and its effects upon climate.

3. What conditions of the form of the surface of the globe are most favourable to the progress of man and of human societies? Apply these principles to Europe and North America.

4. Give a clear account of these phenomena—Eclipses and Refraction.

5. Prepare an abstract of a lesson on the Barometer.

SECTION IV.

Draw two maps:—

1. The coast line from the Mersey to Barnstaple Bay;
Or, Scotland, north of the Caledonian Canal.

And

2. The coast line, with adjoining islands, from the St. Lawrence to Chesapeake Bay;
Or, The countries drained by the Missouri and Mississippi.

Short notes may be appended to the *second* map, descriptive of scenery, population, or other remarkable circumstances.

Female Candidates—Second Year.

GRAMMAR.

Three hours allowed for this Paper.

The Candidates must answer one question in each section, and may then select any *one* of the supplementary questions.

SECTION I.

1. What are the chief rules for the formation of the plurals of nouns in our language? Enumerate as many irregular plural forms of nouns as you can remember.

2. Give a list of the defective verbs in English, and distinguish between those of them which are properly auxiliaries, and those which are not.

3. State, and explain fully, illustrating by examples, the several uses of the conjunction in the English language.

SECTION II.

Paraphrase *one* of the following passages:—

1. "*Meanwhile* her poor hut
Sank to decay, *for* he was *gone*, *whose* hand,
At the first nipping of *October* frost,
Closed *up* each chink, and with fresh bands of straw
Chequered the green-grown thatch. And so she lived
Through the long winter, reckless and *alone*,
Until her house by frost, and thaw, and *rain*,
Was sapped."

Excursion, Bk. I.

2. "They heard and were abashed, and up they *sprung*
Upon the wing, *as when* men, *wont* to watch
On duty, sleeping *found* by *whom* they dread,
Rouse and *bestir* themselves *ere* well awake.
Nor did they not perceive the evil plight
In *which* they were, or the fierce *pains* not *feel*;
Yet to their general's voice they soon *obeyed*
Innumerable."

Paradise Lost, Bk. I.

3. "He was a man
Whom no one could have passed without remark.
Active and nervous was his gait; his limbs
And his whole figure breathed intelligence.
Time had compressed the freshness of *his* cheek
Into a *narrower* circle of deep *red*,

But *had* not *tamed* his eye; that, under *brows*
Shaggy and *grey, had* meanings *which it* brought
From years of youth."

Excursion, Bk. I.

SECTION III.

Analyse *one* of the following passages (see below).*

1. "Time had compressed," down to the end of the third extract; and state what difference it would make in the analysis, if the word "that" were preceded by a comma, instead of a semi-colon.

2. The first passage from the *Excursion.*

3. The passage from *Paradise Lost.*

SECTION IV.

Parse the words in italics in the passage *which you have paraphrased or analysed* (see below).* If you take the passage from Milton, point out any forms of words, or constructions, which belong to Milton's style, but would not be found in poetry of the present day.

SUPPLEMENTARY.

1. Write out from memory in proper metrical form, and with correct punctuation, about ten lines from one

---

* "*Meanwhile* her poor hut
Sank to decay, *for* he was *gone, whose* hand,
At the first nipping of *October* frost,
Closed *up* each chink, and with fresh bands of straw
Chequered the green-grown thatch. And so she lived
Through the long winter, reckless and *alone,*
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Shaggy and *grey, had* meanings *which it* brought
From years of youth."

Excursion, Bk. I.

of the poems which you have been studying during the past year, or from any other poem *written in blank verse.*

2. Mention, and give examples of, some of the figures of speech most commonly found in English poetry.

3. Explain the origin and structure of any *six* of the following words:—"Education," "instruction," "continent," "accommodation," "stranger," "journeyman," "which," "rather," "farthing," "watershed," "resurrection," "subtle," "thankfulness," "slave," "obligation."

4. Can you show that, in any case, common characteristics belong to all those nouns which terminate with the same letter of the alphabet.

5. Give a short historical sketch of the English language, and show at what periods the chief modifications of it took place. Add, if you can, an example of the language in each of its stages.

Female Candidates—Second Year.

BRITISH HISTORY.

(*Three hours allowed for this Paper.*)

N.B.—Candidates must answer one question from each Section. They may then select any which they have time to answer *thoroughly.*

SECTION I.

1. By what title did James I. succeed to Queen Elizabeth?

2. Was his accession to the Crown of England the last constitutional change which has been made in the relations of England and Scotland to each other?

Explain, as you would to your eldest class, the relations of England to Scotland

(*a*) In the time of Elizabeth.
(*b*) Between Elizabeth and 1706.
(*c*) Since 1706.

3. Name the principal statesmen in the reign of James I., and give a full account of some one of them.

4. What colonies were founded in the reign of James I.?

SECTION II.

1. Write a character of James I., so as to give the clearest notion you can of his person and policy. Sup-

pose that your eldest class had just finished reading of his reign, and that you had to deliver a concluding lesson upon it.

2. Give an account of the disturbances in Scotland in 1637.

3. In what year did Charles I. ascend the throne? Name and describe his principal favourites and advisers during the first ten years of his reign.

SECTION III.

1. What articles of impeachment were brought by the Commons against the Duke of Buckingham; with what result?

2. Describe the proceedings of the 3rd Parliament in the reign of Charles I.

3. By what expedients did the king's government raise money during the suspension of Parliaments? What other proceedings of that time gave grievous offence to the nation?

SECTION IV.

1. Describe the first proceedings of the Long Parliament.

2. Give a clear account of the character, conduct, and fate of the Earl of Strafford.

3. Describe the insurrection in Ireland, A.D. 1641. Who were the chief persons concerned in it? What were its results?

4. Name the five members of the Commons whom the king attempted to arrest in 1642. What was the result of that attempt?

SECTION V.

1. What were the immediate causes of the final rupture between the king and the parliament?

2. Give the dates of the commencement of the Civil War, the battles of Edgehill, Marston Moor, Naseby, the execution of the king.

3. Name the most distinguished persons engaged on each side of the contest.

4. Describe the trial and judgment of the king.

5. What part did the Scotch take in the Civil War under Charles I. and under the Commonwealth?

6. What was the state of the kingdom under the Commonwealth?

SECTION VI.

1. Describe the characters of one, or not more than two, of the following personages:—Lord Bacon, Sir

Walter Raleigh, Charles I., Henrietta, Prince Rupert, Lord Falkland, Selden, Fairfax, Ireton, Montrose.

Female Candidates—Second Year.

SCHOOL MANAGEMENT.

These questions must be answered *thoughtfully, and in detail.* Not more than 6 may be attempted.

FOUR *hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line in your second answer as a specimen of copy setting in *small hand.*

N.B.—The Questions marked with an asterisk *must* be answered by every Candidate.

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*1. From the subjoined extract from a Class Register calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all.

A. Absence. L. Leave. S. Sick. The Blank represents attendance.

Age	Mon.		Tues.		Wed.		Thurs.		Friday	
10¼				S.	S.	L.				A.
8¼	S.	S.	S.				S.	S.		
9¼		A.	A.					L.		A.
12¼		A.			L.		S.	S.	S.	
11¾						L.	L.			A.
10¾		S.		S.			S.	S.		S.
12			A.	A.	A.	A.	A.	A.		A.
8	L.	S.	S.				S.	A.	S.	
9½	L.	L.	L.	L.	S.	S.				S.

*2. How do you find the average attendance of each child that has been present at all in a school,

1. For any given week?
2. For a quarter?
3. For a year?

3. Show the physical effects (1) of moral training, and (2) of intellectual culture, on young girls. What dangers are especially to be guarded against?

4. How far does intellectual training conduce to moral improvement? Give illustrations of this with reference to the subjects of elementary instruction.

5. By what external circumstances is the good order of schools promoted? Show the effect of those conditions upon the happiness, health, and progress of children.

6. By what principles is the classification of children in the model or practising school in your own Institution regulated? Show its advantages.

7. What errors are likely to be committed by a young teacher in taking charge of a school which has been conducted with fair success by a conscientious and experienced, but untrained mistress? What considerations will have most effect in preserving her from those errors?

8. Upon what qualities and habits does the moral influence of a mistress chiefly depend?

9. Explain clearly the difficulties of teaching children to read distinctly, correctly, and with expression. Enumerate the faults which ill-taught children are liable to commit in Reading.

10. What are the special advantages of arithmetic as a part of Education? How do you expect to secure accuracy and rapidity in calculations—what progress would you consider satisfactory for girls of 7, 9, and 12 years of age?

11. By what exercises are faults of language in speaking and writing most effectually corrected?

12. Describe as accurately as possible the attainments which you would consider satisfactory in a girl of 12 years of age; and explain clearly the value of such attainments to nursery maids, cooks, and wives of artisans.

Female Candidates—Second Year—Scotland.

SHORTER CATECHISM.

Three hours allowed for this Paper.

You are not permitted to answer more than one question in each Section.

SECTION I.

1. Give Scripture proofs of the answer to the follow-

ing question in the Catechism, "What is the chief end of man?"

2. Quote the answer relating to sin and its consequences, with scriptural illustrations.

SECTION II.

1. What are the duties required, the sins forbidden, and the reasons annexed, in the fourth commandment?

2. What is a sacrament? Show how the sacraments of the New Testament answer this definition.

SECTION III.

1. What do you understand by the expression, "Saving grace?" Quote the answers in which it occurs.

2. State, in the words of the Catechism, what we pray for in the first two petitions of the Lord's Prayer. Prove your answer by reference to Scripture.

SECTION IV.

Explain, as you would to your *senior* class, one of the following:

1. Sanctification.
2. Faith in Jesus Christ.
3. Prayer.

ECCLESIASTICAL HISTORY OF SCOTLAND.

N.B.—*Not more than* TWO *of these questions to be answered.*

1. State shortly what is known regarding St. Columba, and the introduction of Christianity into Scotland.

2. At what period, and by what influences, did Popery supplant the ecclesiastical constitution and government of the Culdees?

3. Describe the circumstances which led to the Reformation, name the chief agents, and the leading events.

4 Give a short outline of the Presbyterian plan of church government as delineated in the Second Book of Discipline.

5. Write out the "Five Articles of Perth," and give a short account of the assembly in which they were passed.

6. To what period in the history of the Church of Scotland is the term "second reformation" applied? State shortly the circumstances which led to it.

LIST OF QUEEN'S SCHOLARS

(IN ORDER OF MERIT),

CHRISTMAS, 1860.

I. *Church of England.—Males.*

FIRST CLASS SCHOLARSHIP of £23, with a Personal Allowance of £4.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June, 1856.

Name of Candidate	Name of School
Swornsbourne, John A.	Gloucester N.S.
Crofts, James	Derby, Trinity N.S.
Platt, John	High Crompton N.S.
Fricker, William	Canterbury, St. Mildred's N.S.
Bedford, James E.	Yeadon N.S.
Greenwood, John Wm.	Leeds, Woodhouse, St. Mark's N.S.
Gregson, Robert	Lancaster N.S.
Crake, John W.	Morpeth, St. James N.S.
Smith, George	Sudbury, All Saints N.S.
Aarons, John A.	Paddington, St. John's N.S.
Howard, Edward H.	York and Ripon, Practising S.
Lewis, Henry	Cheltenham, Trinity N.S.
Carter, George	Romsey N.S.
Moxon, George	Stanley, St. Peter's N.S.
Parker, Alfred	Plaistow N.S.
Rendle, Henry	Exeter, St. James N.S.
Walker, James	Cheltenham, St. John's N.S.
Bannister, Archibald	Yarmouth (Isle of Wight) S.
Mountain, James	Cambridge, Castle End, St. Peter's N.S.
Adams, Charles	Salisbury, St. Martin's N.S.
Harrison, Wm. John	Alnwick, The Duke's S.
Pinnington, Wm.	West Derby N.S.
Raven, James	
Rose, Frederick	Coventry, St. Michael's N.S.
Huitt, Thomas H.	Newington, Holy Trin. N.S.
Matthews, William R.	St. Pancras, N.S.
Baxter, Rowland	Slaithwaite, N.S.
Carter, Samuel T.	Jersey (St. Heliers), St. Mark's N.S.
Tillman, John	Kidderminster, St. Mary's Parish Ch. S.
Baldrey, William	Barnwell, N.S.
Cane, Charles J.	Marlborough, St. Peter's N.S.
Cook, James	Henley on Thames N.S.
Ogilwy, Thomas	Upton-cum-Chalvey N.S.
Passand, Thomas	Nuneaton, Ch. Lane N.S.
Sagar, Oates	Great Marsden N.S.
Daglish, James	Hunmanby Par. S.
Prosser, William	Woodhill, Ch. S., Hatfield.
Roberts, John V.	Farsley N.S.
Robinson, John	Richmond, Corporation S.
Williams, John	Birkenhead, St. John's N.S.
Chappell, Andrew	Barnsley N.S.
Lee, Henry	Central London District S.
Neale, James	Smethwick, Chance's S.
Sinclair, John	South Metropolitan District S.
Willey, Thomas	Leeds, St. Paul's N.S.
Lane, William	St. John's Wood, St. John's N.S.
Merry, Thomas W.	Lambeth, St. Mary's Church, Prince's Road N.S.
Pepper, Charles	Leicester, County S.

First Class—*continued.*

Hayter, Edward R. ... .Westminster, Nat. Society's Central S.
Kenyon, Joseph .....Middleton N.S.
Maddock, George .....Frodsham, Endd. S.
Salisbury, Charles .....St. Martin-in-the-Fields, Northern District.
Wallis, William .....Hathern N.S.
Wilson, Robert W. .....Llanfyllin N.S.
Breakwell, William.....Wolverhampton, St. Geo. N.S.
Brennan, Wm. Amos ....Baldwin's Gardens, N.S.
Cook, William .....Leeds, St. George's N.S.
Finch, Herbert .....Southport, Trinity S.
Griffiths, Thomas.....Hulme, S. Philip's N.S.
Pear, George H. .....Cheltenham, Trinity N.S.
Rogers, William H.....Portsmouth N.S.
Smart, John H. .....Hatcham N.S.
Smith, Sydney .....Southwold N.S.
Treglohan, Thos. P. ....Redruth N.S.
Williams, Charles .....Westbromwich Trinity N.S.
Bourton, Henry.....
Burrage, John, W. .....Great Yarmouth, St. Peter's N.S.
Cole, George.....Bromsgrove The Lickey S.
Coxon, Henry .....Durham Blue Coat.
Evans, Frederick Thomas Cambridge, St. Paul's N.S.
Evans, Robert .....Hulme, St. Phillip's N.S.
Francis James .....Weston N.S.
Goddard, Ambrose ..... Salisbury, St. Martin's N.S.
Green, Charles .....Cirencester N.S.
Hodges, Montague .....Barkham N.S.
Hosking, Thomas.....West Ham N.S.
Jervis, John J. .....Ipswich B.S.
Peet, Alfred Thomas ....Hertingfordbury N.S.
Sanderson, Humphrey....Hull, St. Stephen's N.S.
Shuker, Charles.....
Targett, William .....Winchester, St. Michael's N.S.
Warden, William.....Hooe (Plymouth) N.S.
Bland, Edward.....Barnard Castle N.S.
Blight, Robert .....St. Michael's-on-Wyre N.S.
Brown, Joseph F. .....Reading, St. Lawrence N.S.
Cook, Albert.....Halstead, St. Andrew's N.S.
Davies, John.....Wellington (Salop) All Saints N.S.
Francis, William .....Warminster N S.
Hayward, William .....Ashford N.S.
Howard, Nathaniel .....Heywood, St. Luke's N.S.
Jenkins, John .....Prees N.S.
Neal, James .....Frampton, Cotterell N.S.
Pratt, John ....Bermondsey, St. Paul's N.S.
Shonfeld, Peter Thomas..Croydon, Whitgift's S.
Stone, Lewis Reuben ....Soho St. Anne's N.S.
Wildbore, John.....Derby, Trinity S.
Adams, James .....Portsea Beneficial Society's S.
Bowen, Francis.....
Chorley, Henry H. .....Woolwich N.S.
Goodman, John .....Charterhouse, St. Thomas' S
Jackson, Robert .....Tranmere, St. Paul's N.S.
Johnson, Arthur .....Congleton, St. James' N.S.
Johnson, John M. .....Skirbeck N.S.
Knight, Walter James J. Baldwin's Gardens N.S.
Lewis, Richard.....Merthyr Tydfil, St. David's N S.
Morris, Alfred .....St. Leonard's-on-Sea Par. S.
Sewell, Frederic .....Spalding, N.S.
Thackray, William .....Harewood N.S.
Atkins, William .....Giggleswick N.S.
Bailey, Edward J. .....Newport-on-Usk N.S.
Brown, John.....Cheltenham, Bath Road, St. Luke's N.S.
French, Thomas .....Soho, St. Ann's N.S.
Gallie, James.....

FIRST CLASS—*continued.*

Hoyle, William.....York, St. Cuthbert's N.S.
Rowley, William .....Chesterford N.S.
Squires, John .....Smethwick, Chance's S.
Toop, Walter .....Tavistock, N.S.
Walker, Charles.....

Ball, Joseph .....Bath, St. Saviour's N.S.
Ealden, John M. .....Dover, Trinity N.S.
Griffin, Edward .....Wolverhampton, St. Paul's N.S.
Hands, Jonathan G.....Pimlico, St. Michael's N.S.
Holmes, Joseph J. .....Portsea, All Saints N.S.
Lupton, George .....Idle N.S.
Norris, Henry .....Wareham N.S.
Popplewell, William ....Farsley N.S.
Robson, Charles .....Chelsea Ch. Ch. N.S.
Saunders, James .....Cheltenham Practising S.
Spencer, Thomas .....Saltney cum Lache N.S.
Tabraham, Robert .....Waltham Abbey N.S.
Yates, George ..... .Bolton-le-Moors Ch Ch. N.S.

Brown, William James ..Southwark, St. George's N.S.
Corbin, Pennel G. .....Southampton, St. Mary's N.S.
Farmer, James.....Glasgow St. Jude's Episcopal S.
Graves, John .....Welton (Brough) N.S.
Heap, Israel .....Keighley N.S.
Ogram, George Thomas ..Settringon N.S.
Rees, William .....Llanfihangel, Aberbythych N.S.
Ripley, Henry I.....York Micklegate S.
Short, John .....Cambridge Castle End, St. Peter's N.S.
Taylor, Edmund G.....Limehouse, St. John's N.S.
Taylor, Henry .....Rawtenstall N.S.
Taylor, Michael .....Leeds, Little Holbeck Marshall's Factory S.
Tucker, John C.....Taunton Central S.
Wilkins, Alfred .....Cheltenham Trinity N.S.

Barnes, Edmund .....Wimborne Minster N.S.
Denison, John .....Kirkby Fleetham N.S.
Jenkins, John .....Escomb and Witton Park N S.
Judd, Josiah.....Marylebone Ch. Ch. N.S.
King, Henry .... Hampstead Parl. S.
Marle, Henry .....Birmingham, St. Stephen's N.S.
Moss, Reuben .....Bethnal Green, St. Matthew's N.S.
Peters, Samuel .....Hadlow Down N.S.
Pitson, Robert..... Banbury N.S.
Santon, William .....York, St Cuthbert's N.S.
Watson, William.....Nottingham St. Mary's N.S.
Weblin, William Thomas Hanwell N.S.
Wright, Frederick H.....Kesgrave Dist. S.

Allread, Edwin .....Belper N.S.
Allen, James.....Walsall, Blue Coat S.
Brewer, Frederick E.....Southwark, S. Geo. N.S.
Burton, Albert.....Seacroft N.S.
Drewett, Job Albert H ..Olveston and Elbarton N.S.
Hinton, Richard William St. Pancras, St. John Evangst. S.
Johnston, George.....Carlisle, Shaddon Works S.
Jones, Pierce .....Llanllechid N.S.
Lane, Edgar H.....Lowestoft, St. John's N.S.
Morgan, Richard.....Ystalifera, N.S.
Phillips, Edward.....Colney, N.S.
Rathbone, James.....Liverpool, St. Andrew's N.S.
Scott, Walter .....Amblecote N.S.
Simpkins, William .....Tetbury N.S.

SECOND CLASS SCHOLARSHIPS of £23—No Personal Allowance.

Baxter, Henry Baily ....Helmingham N.S.
Brown, James Thompson Croydon Whitgift S.

Second Class—*continued.*

Housden, Charles J.....Chelsea, St. Luke's N.S.
Howell, Stephen .....Chardstock N.S.
Lamb, John .....West Derby N.S. (Liverpool).
Law, John S.....Northampton, All Saints N.S.
Norris, John .....Rochdale N.S.
Saunders, William F.....Westminster, Ch. Ch. N.S.
Shaw, Caleb .....Hoylandswaine N.S.
Shepherd, James .....Stokenham N.S.
Taylor, George.....Weston (Bath) N.S.
Thresher, Frederick J....New Swindon G. W. Ry. S.
Tink, Nehemiah .....Southwold N.S.
Tremellen William H....St. Austell N.S.
Whiteley, Henry.....Milnsbridge N.S.
Yates, Richmund.....Habergham, All Saints N.S.
Belcher William Boswell ..
Boyles, John.....Thurlaston N.S.
Bradbridge, Elliott .... .Cannock N S.
Cooper, William .....Ticehurst N.S.
Hood, William .....
Horsley, William.....Crewe N.S.
Jones, Frederick .... ..
Knowlson, George . ....York, Micklegate Trinity N.S.
Le Beau, Bernard S. ....Holborn, St. Andrew's Par. S.
Oliver, John .....Whitford N.S.
Peart, Emerson .....
Powell, William L.....Bishop Auckland, Barrington's S.
Richards, William .....Leicester, St. Margaret's N.S.
Vincent, Robert J. .....Piddletrenthide N.S.
Young, James .....Bishops Auckland, Barrington's S.
Bryant, Charles .....Hanham N.S.
Holt, William .....Lilleshall N.S.
Kirkup, George.....Cambridge, King Street S.
Knibbs, Henry.....Northampton, All Saints N.S.
Odle, George .....Lower Tooting N.S.
Reed, John ... .Clowance N.S.
Rook, George W.....Faversham N.S.
Shepherd, Richard .....Birkenhead, Trinity N.S.
Tunmer, William H ....Wethersfield N.S.
Verron, Thomas .....Saltney cum Lache N.S.
Wilcocks, Henry.....Torquay N S.
Young, John.....Grouville Central S.
Beer, James P.....Plymouth, Charles S.
Burns, William .....Glasgow, St. Jude's Episcopal.
Cole, Stephen .....Kensington and Notting Hill N.S.
Fincham, William .....Colchester Blue and N.S.
Hitchcock, George K....Warboy's N.S.
Jones, Edmund .....Chester, Grosvenor St. John's N.S
Love, Alfred .....Bethnal Green, St. Jude's N.S.
Shuker, John .....Penkridge N.S.
Turner, Charles ..... Bradford, Walker's Factory S.
Wilkinson, Ellis .....Mannigham N.S.
Wilson, Samuel H.....Bristol, St. Michael's N.S.
Annett, James John ....Great Yarmouth, St. Nicholas N.S.
Bamsey, Edward.....Upton Pyne N.S.
Barker, Robert.....Melbecks N.S.
Broughton, Charles.....Amblecote N.S.
Carrack, John .....
Creswick, Edward .....Sheffield, St. Mary's N.S.
Crook, Elias .....Everton Ch Ch. N.S.
Halloway, John .....Cockermouth N.S.
Hird, Enzor .....Market Weighton N.S.
Parker, George.....Camden Town N.S.
Perrin, Henry .....Upton cum Chalvey N.S.
Pitt, Henry .....Hurstpierpoint N.S.
Rose, Henry James.....Wareham N.S.

SECOND CLASS—*continued.*

Shirley, James .....Waddesdon N.S.
Sykes, Richard.....Dewsbury N.S.
Williams, William V.....Nether Stowey N.S.
Winch, Allen .....Cheshunt, Dewhurst S.
Wood, Thomas.....Hythe N.S.
Barker, William .....Willenhall, Trinity N.S.
Chorley, Thomas.....Delamere N.S.
Clarke, Alfred O.....Ringwood N.S.
Clegg, Samuel .....Rochdale, Parish Ch. S.
Cooper, Charles .....Broughton N.S.
Frier, Frederick .....Liverpool, St. Barnabas N.S.
Griffiths, Edward .....Weaverham N.S.
Harms, Jacob Adam ....Liverpool, St. Martin's N.S.
Holmes, Brownlow F....Beverley Minster N.S.
Marsden, Edward .....Great Harwood N.S.
Moss, Amos .....Meanwood N. S.
Musker, Henry.....
Nightingale, William ....Birmingham, All Saints N.S.
Plummer, William John..Beverley Minster N.S.
Rawson, John .....Leeds, St. Andrews N.S.
Roberts, John G.....Trawsfynydd N.S.
Schofield, Joseph .....Failsworth N.S.
Steed, Joseph ..... .Bures N.S.
Tyres, William .....Hathern N.S.
Watts, Alfred J. .....Marylebone, Eastern, All Souls N.S.
Windle, Benjamin .....Burnley, St. Paul's N.S.
Baker, George .....
Berry, James .....Aldermaston N.S.
Brian, Charles .....Upton St. Leonard's N.S.
Bridge, David .....Droitwich, St Peter's N.S.
Brooks, John.....Cambridge, King's Street N.S.
Burgan, John .....St. Erth N.S.
Clough, Robert.....Dodworth Town N.S.
Denham, Thomas.....Truro, St. Mary's N.S.
Denham, Edward .....Ysceifiog N.S.
Honey, Thomas .....Rainham N.S.
Hooker, Gilbert .....Ramsgate, Ch. Ch. N.S.
James, John .....Letterstone N.S.
Lewis, John .....Kensal Green, St. John's N.S.
Lines, John .....Hemel Hempstead N. S.
Morris, David .....Llandebie N.S.
Morris, Joseph.....Whitford, (Holywell) N.S.
Mottram, Henry .....Warwick, St. Mary's N.S.
Ponton, William S.....Sturton N S.
Somerscales, Thomas I...Hull, Ch. Ch. N.S.
Starkings, William .....Hanover Square, St. George's united Day School.
Taylor, Edmund .....Bath, Central N.S.
Taylor, Joseph ....Little Bolton, All Saints.
Wood, William H. .....Failsworth N. S.
Workman, Fredk. .....Pershore N.S.
Appleby, William .....
Bentley, George .....Marylebone, All Souls Estn. N.S.
Blanchard, Geo. Wm. ..Speen Par.
Brake, Abraham .....Crewkerne N.S.
Buchanan, Alexr. .....Kirkdale Indl. S.
Callum, William .....Leeds, St. James's N.S.
Clark, John H.....Giggleswick N.S.
Cooper, George .....Pakenham Ch S.
Cross, Joseph .....Newcastle, St. John's N.S.
Crutch, Chas. H.....Whitchurch (Hants) N.S.
Doughty, Willm. H. ....Widley and Wymering N.S.
Foster, John .....Ickleford N.S.
Greenhalgh, Robt. .... Buersil N.S.
Harbottle, Geo. .....Alnwick N.S.

SECOND CLASS—*continued.*

Haycox, Richd. H. ..... Worcester, St. Martin's.
Hustler, James ..... Birstal N.S.
Oliver, William ..... Wrockwardine N.S.
Piggott, Willm. H. ..... High Cross N.S.
Pritchard, Rowland. ....
Richards, John ..... Llandovery N.S.
Rowland, Evan H. ..... Chester Diocesan.
Stead, Wilbraham ..... Little Bolton, St. Geo. N.S.
Willdigg, James M. .... Newcastle-under-Lyne N.S.
Bartle, Willm. Thos. .... Southwark, St. Jude's N.S.
Calver, Arthur ..... Colchester Blue and N.S.
Collishaw, James ..... Snenton N.S.
Halmshaw, Josh ..... Cleckheaton N.S.
Horner, Samuel .....
Jefferson, Jas. .... Belmont N.S.
Jones, Robt. Ellis ..... Oswestry N.S.
Knights, Josh. ..... Westminster Centl. N.S.
Knowles, Miles ..... Little Gomersal N.S.
Leake, William ..... Hull P.U. S.
Mapp, George ..... Forebridge N.S.
Marshallsay, Chas. Allen Godalming N.S.
Porter, John ..... Cardiff, St. Mary's N.S.
Turner, William ..... Tisbury (Hindon) N.S.
Stephen, Wallace ..... Narberth N.S.
Batty, Emanuel ..... Bradford, St. James's N.S.
Butcher, Anthony George Oakfield, St. John's N.S.
Cumberbirch, John .....
Davis, William ..... Pontypool Charity S.
Dixon, Edward W. ..... Crosthwaite N.S.
Dunn, Robert ..... Launceston N.S.
Eustace, Richard ..... St. Austell N.S.
George, John ..... Watford N.S.
Jones, William H. ..... Bristol, Hannah More's School.
Lupton, Robert M. ..... Habergham Eaves S.
Magee, Richard ..... Chelsea, St. Mark's Practising S.
Stobbart, Richard ..... Carlisle, Pawcett's S.
Thatcher, Edwin ..... Lamborne, N.S.
Watling, Henry M. ..... Lambeth Par. S.
White, Thomas ..... Dorchester N.S.
Bateman, John Thomas .. Oxford, St. Mary Magdalen N.S.
Chaston, Mark ..... Bungay N.S.
Cunningham, John ..... Hull, Holy Trinity N.S.
Davis, Richard S. ..... Hull, Salthouse Lane N.S.
Devonshire, William .... London, St. Sepulchre's S.
Duck, James ..... Kirby Misperton N.S.
Dunn, William ..... Middlewich, N.S.
Gration, Henry ..... Hucknal Torkard N S.
Lawler, James ..... Chelsea, Ch. Ch. N.S.
Morse, Albert ..... Reading, St. Mary's Chapel S.
Pratt, Frederick George .. King's Lynn, All Saints N.S.
Price, Thomas ..... Chester Diocesan S.
Scarr, William L. ..... Burnley, St. Paul's N.S.
Taylor, Charles ..... Whitchurch (Salop) N.S.
Whattam, Richard ..... Beverley, St. Mary's N.S.
Wright, William ..... Brocklesby Park S.
Avery, Robert J. ..... Alverstoke, N.S.
Bradbury, James ..... Walsall Blue Coat S.
Crisp, Daniel George ....
Davies, James ..... Liverpool, St. Mary's, Edge Hill N.
Dawson, William ..... Lower Hurdsfield, N.S.
Dobson, James ..... Bridlington, N.S.
Lloyd, Henry ..... Chester, St. Mary's N.S.
Padmore, Samuel ..... Leicester, Paxton Street, N.S.
Paramour, Joseph ..... Ramsgate, St. George's N.S.
Tivendell, Robert ..... Everton, St. Chrysostom's N.S

SECOND CLASS—*continued.*

Balls, Joseph .....Reading, St. Lawrence N.S.
Bennett, John A.....Bentley, Hants, N.S.
Collins, Thomas.....
Cracknell, James.....Lisson Grove, Bentinck St. Paul's S.
Cundell, Peter.....Thorganby with West Cottingworth N.S.
Cutbush, William .....Hornsey, N.S.
Dibdin, Henry .....Newport-on-Usk N.S.
Eaton, Eber .....Kidsgrove Ch. S.
Evason, Hugh W.....
Gooch, William .....Stratford, St. John's N.S.
Halliday, John.....Halifax, Queen's Head N.S.
Holloway, Frederick ....Hawkhurst N.S.
Ing, Alfred .....Wycombe, P.U.S.
Jervis, John .....Donington Wood N.S.
Loynd, Edward B. .....Great Harwood N.S.
Mallory, Robert Agars....
Relly, Henry R. .....
Woodman, Charles R....Stepney, Red Coat S.
Freeman, Albert E.....Upton St. Leonard's N.S.
Gregory, Edward B. ....Horncastle N S.
Hamlyn, John .....Deptford, St. John's N.S.
Harry, Edward W.....Redruth N.S.
Hodges, Edward .....Yeovil N S.
Hughes, Robert .....Rhyl N.S.
Jordan, Samuel G. .....Darlington, Trinity N.S.
Lane, George .....Chepstow N.S.
Lewis, Joseph .....Burbage N.S.
McGowan, John .....Buslingthorpe N.S.
Peet, Richard W .....Liverpool, All Saints N.S.
Phillips, Philip H.....Oxton N.S.
Pigott, William .....Marylebone, Eastern, All Souls N.S.
Raggett, Henry .....Woodstock N.S.
Reeve, Samuel.....Bloomsbury, St. George's N.S.
Stowe, Jesse ....Rockingham N.S.
Young, George .....Norham N.S
Adlard, John .....Weston, St. Mary's N.S.
Bailey, William H.....Ketley N.S.
Bourke, William Roston . South Kennington, St. Barnabas N.S.
Bridges, Samuel B.....Fulham, All Saints N.S.
Burgon, Benjamin .....
Bushell, John G.....Walmer N.S.
Capper, George .....Crewe N.S.
Chard, Albion A.....Wells, Blue Coat S.
Cooke, Thomas.....Wribbenhall N.S.
Cummins, Thomas .....Southampton, All Saints N.S.
Henwood, George H.....Plymouth, Charles S.
Morgan, George .....Cardiff, St. Mary's N.S.
Oke, Silas T. G. .....Illogan N.S.
Painter, Wm. M. L, ...Bristol, St. Michael's N.S.
Pond, Geo. H.....Hanover Sq., St. Geo. United Day N.S.
Ross, William .....South Metropolitan District S.
Sowden, James .. ..Millbridge N.S.
Terrell, Edwin G. .....Clifton N.S.
Triggs, Charles.....Lowestoft Annotts S.
Astley, Edwin .....Wem (Salop) N.S.
Chapman, Frank .....Westminster, Archp. Tenison's S.
Clubbe, Chas. Hy. .....Manchester, St. Matthew's N.S.
Eden, Robert W.....Parr, St. Helen's N.S.
Ellis, Robert .....Brighton, St. Stephen's N.S.
Gandy, John M. .....Great Berkhampstead N.S.
Goring, Henry C.....Darlaston, St. George's N.S.
Green, William .....Skellingthorpe Ch. S.
Hoare, Edward .....Exeter Episcl. S.
Howe, Jonathan .....Brymbo. Charity S.
Hubbard, George .....

SECOND CLASS—*continued.*

Jones, William.....Llandudno N.S.
Kitchen, Samuel ..... Nantwich N.S.
Lawson, Charles .....Hull, St. James' N.S.
Lees, Samuel.....Manchester, Bradford Rd., St. Philip's N.S.
Nicholson, Joseph .....Corbridge N.S.
Roach, John Edwd. ....Bethnal Green, St. Simon Zelote's N.S.
Rowland, Geo. J. .....
Salmon, William .....Madeley Endowed S.
Simpson, Thomas L. ....Rugeley N.S.
Slater, Benj. B. .....
Wyman, John T. A. ....Northbourne N.S.
Bates, Herbert.....Twyford (Sussex) N.S.
Forster, William ..... Seaham Harbour N.S.
Hammonds, Henry .....Bilston, St Mary's N.S.
Harding, John .....Weston Super Mare N.S.
Hatcher, William .....Lisson Grove, Bentinck St. Paul's N.S.
Howe, Richard.....Malpas Endowed S.
Lightfoot, John .....Durham, St. Oswald's N.S.
Lloyd, Thomas.....Christleton N.S.
Machin, John H.....Boston N.S.
Parkes, Edwin .....Sheffield Central N.S.
Roberts, Charles G. ....Cardigan N.S.
Shaland, Richard .....Kenn (Devon) N.S.
Stafford, John S. .....New Radford N.S.
Terry, Robert .....Rawtenstall N.S.
Tompkins, Albert .....
Balmer, William .....Scremerston N.S.
Bartley, John .....Sutton, St. Helen's N.S.
Clifton, Charles F. .....Boston N.S.
Dutton, William .....Kirkdale Industrial S.
Gale, James J.....Truro, St. Mary's N.S.
Hayter, Thos. George ...Hampstead Par. S.
Pollard, Chas. J.....Burnley, St. James's N.S.
Pugh, John .....Pontesbury N.S.
Seibuhr, Henry .....Liverpool, North S.
Smith, Alfred .....Armitage Bridge N.S.
Smout, Thomas .....Pontesbury N.S.
Bacchus, Thomas .....Aspley Guise N.S.
Bradfield, Edward .....Bishport N.S.
Carter, Abraham.....Lympston N.S.
Davis, Lewis .....
Durrett, Thos. P.....Down Hatherby N.S.
Gothard, James .....Doncaster, St. George's N.S.
Hemming, Wm. E.....Tewkesbury N.S.
Hepple, James .....Corbridge N.S.
Lay, James J. .....Winchester Central N.S.
Manchip, Thomas A. ....Bridgwater, Dr. Morgan's S.
Nixon, John .....Chester le Street N.S.
Northam, John .....Exeter P. U. S.
Parry, Richard.....Westbury (Salop) N.S.
Roberts, John .....Denbigh N.S.
Robinson, James.....Chatburn N.S.
Rowbotham, Thomas ....Macclesfield St. Paul's N.S.
Winnifaith, Alfred .....Penshurst N.S.
Young, Thomas W.....Eaglescliffe N.S.

II. *Church of England.—Females.*

First Class Scholarships of £17, with a Personal Allowance of £3.

Name of Candidate	Name of School
Hodgins, Anne	Warrington, Heath Side N.S.
Houlding, Isabella	Manchester, Cheetham Hill, St. Mark's N.S.
Kay, Mary A	
Adcock, Ada	Holloway, St. John's N.S.
Gatridge, Martha	Liverpool, St. Clement's Infant S.
Moore, Mary Anne	
Coleman, Julia	Westminster, Nat. Soc. Central S.
Wakenell, Sarah S.	Hitchin, St. Mary's N.S.
Chater, Emma M.	Cambridge, St. Giles' N.S.
Taylor, Sarah	Ironville Girls' N.S.
Donoughue, Ellen	Burnham, Westgate N.S.
Roberts, Anne	Liverpool, St. John's N.S.
Savage, Jane Agnes	Winchester, St. Thomas's N.S.
Mawson, Elizabeth	Ripon N.S.
Rice, Esther	Spalding N.S.
Hodgkinson, Cassandra	Ashbourne N.S.
Webb, Fanny	High Wycombe N.S.
Godfrey, Mary A.	Saffron Walden N.S.
Mitchell, Mary A.	Whitechapel, St. Mark's N.S.
Rossiter, Mary Jeanes	Cambridge, Barnwell Abbey S.
Barton, Mary H.	Escomb and Witton Park S.
Batt, Elizabeth	Blandford N.S.
Brooks, Elizabeth C.	Islington, St. Michael's N.S.
Macartney, Elizabeth	Hertingfordbury Endowed S.
Maskell, Amelia	Hampstead Par. S.
Plumb, Elizabeth	North Audley Street, St. Mark's N.S.
Scarborough, Sarah	Manchester, Cheetham Hill, St. Mark's N.S.
Garland, Mary	North Cave N.S.
Masi, Amelia	St. Pancras, Ch. Ch. N.S.
Mutter, Elizabeth B.	Brixham Infant S.
Smith, Ellen H.	Charlton, King's N.S.
Stearn, Sarah	Paddington, St. Mary's N.S.
Allen, Sarah Anne S.	Stella, St. Cuthbert's N.S.
Dimont, Anne	
Gadsby, Jane	Derby, Trinity N.S.
Hustler, Anne	Bradford, Messrs. Walker's Factory S.
Johnson, Sarah Letitia	Marylebone, Western N.S.
Punsfer, Mary Jane	Exeter Episcopal Charity S.
Bailey, Jane Elizabeth	Ringwood N.S.
Cowen, Fanny	Wycombe Par. N.S.
Waller, Ellen	St. John's Wood, St. John's N.S.
Beaney, Sarah	St. Leonard's-on-Sea Par. S.
Bird, Harriet E.	Putney N.S.
Butcher, Jane	Lowestoft N.S.
Donaldson, Caroline	Marylebone Ch. Ch. N.S.
Duff, Josephine E.	Smethwick Chances S.
Goodchild, Elizabeth	Corfe Castle N.S.
Martin, Anne	Stoke-upon-Trent N.S.
Nesbitt, Elizabeth	Whitechapel, St. Mark's N.S.
Riley, Margaret J.	Liverpool, St. Clement's N.S.
Tripp, Jane	Westminster, St. Stephen's N.S.
Dawkins, Elizabeth	Stanford Rivers N.S.
Dowsett, Rachael	St. George's in-the-East Ch. Ch. N.S.
Pearman, Annie	Whiteland's Model S.
Stamps, Maria	Westminster, St. Stephen's N.S.
Walter, Elizabeth	Godstone N.S.
Bromley, Ellen E.	Chatham, St. John's N.S.
Farr, Mary A.	Hampstead Par. S.
Hares, Elizabeth	Bath Abbey, St. James's N.S.
Hooper, Mary A.	Glastonbury N.S.
Jackson, Annie	Warrington, Heath Side N.S.
Knowles, Jeanetta K.	Ashby-de-la-Zouch N.S.
May, Emma B.	
Perks, Susan	Essington N.S.
Ross, Anna M.	Lisson Grove, St. Paul, Bentinck N.S.
Woolley, Anne	Islington, All Saints' N.S.
Acons, Emma	Farringdon Street, Harp Alley B.S.
Atwood, Charlotte A.	Deptford, St. John's N.S.
Burrows, Anne	Grappenhall, N.S.
Davis, Victoria	Marylebone, Ch. Ch. N.S.

First Class—*continued.*

Foulds, Mary A. .....Keighley N.S.
Marsh, Mary A. .....
Mash, Sarah .....Colchester, Magdalen N.S.
Stubbs, Amelia J. B. .....Fulham, All Saints' N.S.
Westington, Georgina E. ....Exeter, Episcl. Charity S.
Yeo, Sarah A. .....
Burgess, Mary E. .....Southwark, St. Jude's N.S.
Coupees, Catherine.....St. Pancras N.S
Ellis, Jane.....Tothill Fields, St. Mary's N.S.
Jewell, Anna Agnes .....Kensington Free N.S.
Joyce, Catherine.....
Kittridge, Harriet .....Cambridge, King Street N.S.
Knibbs, Mary A. .....St. George, Hanover Square, Hanover District S.
Lovell, Eliza..... .....Bristol and Gloucester Practising S.
Smith, Elizabeth.....Tiverton, Infant B.S.
Blake, Elizabeth .....Manchester, Birch, St. James N.S.
Brooks, Mary M.....City of London 4th N.S.
Clarke, Sarah E. H. .....Hitchin, St. Mary's N S.
Keeson, Lucy E. .....Plumstead, Central N.S.
Kidd, Mary Eliza .....Reading, St. Giles' N.S.
Knight, Elizabeth .....Shaftesbury N.S.
Marsh, Emily M. .....St. Helen's, Moorflat N.S.
Perry, Eliza.....Great Amwell N.S.
Stephenson, Elizabeth .....Whiteland's Model School.
Richardson, Sarah .....Whitehaven, St. Nicholas N.S.
Vincent, Frances .....
Gregory, Jane .....Portsmouth N.S.
Grice, Elizabeth .....Frodsham N.S.
Harding, Sarah.....
Herring, Gysberta M.....Newington, St. Mary's S.
Janes, Mary A. ....Wellington, (Somerset) N.S.
Jennings, Elizabeth.....Sutton in Ashfield, N.S.
Kay, Mary F.....Wargrave N.S.
Lawrence, Charlotte.....North Mymms N.S.
Mitchell, Sarah H.....Oakham N.S.
Pixton, Harriet V. .....Bury, Holy Trinity N.S.
Richmond, Miriam.....Stockton-on-Tees Ind. S.
Winston, Emily.....Lancaster N.S.
Bowen, Emma L. .....Pimlico, St. Michael's N.S.
Forrest, Grace .....Methley N.S.
Boroughs, Jane.....Wilton N.S.
Hoste, Fanny.....Calstock N S.
Elwin, Martha Mary.....Pershore N.S.
Knight, Mary J. .....Brighton, Infant Practising S.
Leeming, Louisa ... .Fletching N.S.
Nelson, Jane Ann.....Strood N.S.
Nosworthy, Hannah E... ...Bishop's Teignton N.S.
Parsons, Ann Charlotte .....
Speich, Lucy A. .....Bridlington N.S.
Thompson, Sarah.. .....Cambridge, St. Giles' N.S.
Allbutt, Margaret J. .....Cirencester N.S.
Britton, Louisa J .....Ludgershall N.S.
Jackson, Catherine .. ..Wolsingham N.S.
Matthews, Annie .....Knighton Infant S.
Peach, Elizabeth .....Lenton N.S.
Roberts, Elizabeth .....Liverpool, North, C. of E. S.
Brain, Caroline G. .....Lyncombe, St. Mark's N.S.
Charlton, Mary A......
Fleming, Susanna.....Hitchin, St. Mary N.S.
Godfrey, Anne M. .....Littlebury N.S.
Hibberd, Sarah Ann .....Sheffield Wicker Trinity S.
Hulin, Elizabeth W. .....Bristol and Gloucester Practising S.
Kaberry, Mary Ann .....Bradford, Messrs. Walker's Factory S.
Kewley, Anne .....Douglas, St. George's Infant S.
Parkinson, Emma .....Southsea, St. Jude's N.S.
Barnes, Elizabeth .....Holborn, St. Andrew's Industrial S.
Boswell, Maria A. .....Hampstead, Ch. Ch. N.S.
Free, Fanny.....Birmingham, S. Matthias' N.S.
Hargreaves, Annie Waterworth York, Micklegate S.
Hodgson, Elizabeth.....Liverpool, St. Bride's N.S.
Horton, Eliza ....Huddersfield, St. Peter's Seed Hill N.S.
Ironside, Jane Alathea .....Sheffield Parish Church S.
Lazenby, Mary .....
Lyon, Elizabeth .....Brighton Practising S.
Malins, Margaret A. .....Deddington N.S.
Perkins, Emma .....Calne (Wilts) N.S.
Treshoela, Nannie ....

First Class—*continued.*

Wright, Sarah N.....Readlesham N.S.
Crocker, Sarah J. .....Southampton, All Saints' N.S.
Gunn, Elizabeth .....Westminster, Carmon Street Chapel N.S.
Hibbert, Ellen.....Charlestown (Pendleton) St. George's N.S.
Hibbitt, Mary A.....Exton N.S.
Jones, Mary Anne.....
Jones Sarah .....Studley, St. John's N.S.
Mills, Elizabeth .....Oakham N.S.
Mitchell, Amelia .....
Onion, Hephzibah B.....Cannington N.S.
Robins, Alice .....St. Giles-in-the-Fields N.S.
Rogers, Sophie H. .....Marylebone, Christ Church N.S.
Russell, Eliza .....London, St. Sepulchre's Parl.
Singer, Emily .....Lyncombe, St. Mark's N.S.
Brice, Catherine .....Lyncombe, St. Mark's N.S.
Collins, Ann.....Putney N.S.
Gill, Hannah E. .....Taunton Central N.S.
Groves, Mary A. .....Westminster National Society's Central S.
Harrold, Mary .....
Hicks, Lucy.....
Lloyd, Eliza.....Fisherton Anger N.S.
Martin, Rebecca .....Cockermouth Infant S.
Mizen, Mary A. W. .....Whitelands Model S.
Parsons, Matilda .....
Armstrong, Ann W. .....Levenshulme N.S.
Cartwright, Anne .....Chelsea, St Jude's N.S.
Curno, Sarah Elizabeth ....
Cook, Mary..... .....
Dalley, Eliza.....Malvern N.S.
Day, Jane Anne .....Southampton, St. Mary's N.S.
Farmer, Sarah.....Colchester Blue Coat S.
Howard, Mary A. .....
Jones, Susannah .....North Mymms N.S.
Matthews, Mary .....Brigham S.
Norgrove, Maria .....Southwark, St. Jude's N.S.
Ready, Elizabeth .. ..Brecon, St. Mary's N.S.
Selby, Margaret .....Carlisle Central S.
Stevenson, Magdalene .....Blairgowrie Episcopal S.
Webber, Annie. .....Northampton, All Saints' N.S.
Wood, Emma .....Ipswich, St. Peter's N.S.
Ablett, Harriet J. .....Islington, All Saints' N.S.
Appleton, Sarah M. .....Stepney, St. Peter's N.S.
Bray, Eliza .....Ashton (Wilts' N.S.
Brumby, Mary D.....South Shields, St. Stephen's N.S.
Collis, Sarah... .....St. Pancras, St. John the Evangelist N.S.
Duke, Anne ....Walton-on-the-Hill N.S.
Gammon, Mary E. .....Folkestone, St Mary's N.S.
Lee, Elizabeth.....
Loveland, Elizabeth .....Clapham, St. James' N.S.
Mc Cully, Georgina S. .....Smethwick Chances S.
Murray, Mary A. .....Wimbledon N.S.
Parrott, Harriet .....St. Pancras N.S.
Patching, Mary .....Walworth, St. Peter's N.S.
Pope, Catherine .....Folkestone, St. Mary's N.S.
Read, Sarah F. .....Kensal Green, St. John's N.S.
Rutley, Elizabeth A. .....Westminster Nat. Soc. Central S.
Scoble, Mary Anne.....Camborne N.S.
Tuckey, Martha .....Central London Dist. S.
Waller, Emma .....Great Amwell N.S.
Ward, Harriett A. .....Balby N.S.
Warren, Elizabeth .....Weymouth, Holy Trinity N.S.
Ablett, Emily M.....Islington, All Saints N.S.
Hammond, Elizabeth .....Boston N.S.
Heath Selina C. .....St. John's Wood, St. John's N.S.
Loveless, Louisa .....Stockwell N.S.
Mardinor, Mary .....Brighton, St. John's N.S.
Moverly, Anne.....Ollerton N.S.
Parker, Sarah E. .....Much Hadham N.S
Rew, Mary J. .....Pimlico, St. Peter's N.S.
Robinson, Caroline.....Bollington N.S.
Shaw, Mary A.....Ilkestone N.S.
Smith, Elizabeth .....Southwell N.S.
Spragg, Frances A. .....
Stones, Elizabeth A. .....Astley (Manchester) N.S.
Swann, Ann E.....Great Yarmouth, St. Peter's N.S.
Tuvener, Caroline .....Battersea Par. S.

First Class—*continued.*

Tayler, Anne .....Cheshunt Infant N.S.
Thistlethwaite, Sarah J.....York, Walmgate N.S.
Thomas, Laura Jane.....
Thornton, Fanny .....North Audley Street, St. Mark's N.S,
Webb, Mary A.....Mortlake N.S.
West, Anne .....Oxford, St. Aldates N.S.
Willis, Mary A.....Richmond (Surrey) N.S.
Ayers, Harriet S.....Lower Norwood, Lambeth Industrial S.
Barratt, Frances .....Kirkstall, St. Stephen's N.S.
Cross, Emily.....Nottingham, St. James's Infant S.
Culshaw, Elizabeth .....Liverpool, Toxteth Park, St. Thomas N.S.
Elgar, Ann Wallis .....Ashford N.S.
Harris, Emily H.....Bloomsbury, St. Geo. N.S.
Kendall, Elizabeth .....Whitehaven, Trinity N.S.
Morley, Phœbe.....Tottenham, Industrial N.S.
Norman, Laura .....East Meon N.S.
Powell, Margaret ....Salford, St. Matthias N.S.
Reeks, Elizabeth A.....Guernsey, St. John's N.S.
Roberts, Jane .....Conway N.S.
Schneegans, Louisa .....Upper Holloway, St. John's N.S.
Smale, Annie .....Rotherhithe Trinity N.S.
Thurston, Mary E. .....
Webley, Isabella .....Winterbourne N.S.
Wilson, Jemima .....Bristol, St. Michael's N.S.

Second Class Scholarship of £17.—No Personal Allowance.

Almond, Caroline J. .....Bayswater N.S.
Coe, Caroline L. .....Limehouse, St. John's N.S.
Cole, Emily Jane.....St. Martin-in-the-Fields N.S.
Donaldson, Fanny .....Islington, St. Peter's N.S.
Faulkner, Catherine .....Tean B.S.
Halsted, Jane M.....Portsea Island P.U.S.
Hodge, Eliza .....Plymouth, Charles S.
Parr, Sarah Ann .....Nottingham, St. Mary's N.S.
Powell, Sarah .....Frampton Cotterill N.S.
Smith, Rebecca.....
Spray, Sarah.....Hastings, St. Mary's N.S.
Stevens, Elizabeth.....Romsey N.S.
Yardley, Hannah.....Jersey N.S.
Aaron, Elizabeth .....Leicester County S.
Butcher, Catherine .....Marylebone, Trinity N.S.
Danbury, Mary Ann.... ....Woodstock N.S.
David, Mary J.....Rhydberth N.S.
Hammond, Emma .....Canterbury, St. Mildred's N.S.
McLaren, Elizabeth .....Manchester, Great George St. Model Infl. S.
Martin, Letitia D .....Blandford N.S.
Rolfe, Martha M.....Hockwold, Cum Wilton N.S.
Todd, Hannah.....Uckfield N.S.
Trist, Mary Anne .....
Troughton, Margaret.....Preston, St. Thomas's N.S.
Watkins, Harriet.....Plymouth, Charles S.
Williams, Sarah.....Cheltenham, St. Mary's N.S.
Amey, Eliza S.....Dorchester N.S.
Christy, Catherine.....Durham, St. Oswald's N.S.
Ellis, Celia.....
Field, Hannah Maria.....Lakenham, St Mark's N.S.
Fox, Mary A.....Hulme St. Mark's N.S.
George, Ellen.....Reading, St. Giles' N.S.
Houlding, Miriam .....Meanwood N.S.
Jenkins, Gwenllian.....Neath, Alderman Davies' S.
Lanham, Ann.....Trowbridge N.S.
Marshall, Elizabeth .....Weston N. S.
Medcalf, Elizabeth .....Beverley, Minster S.
Page, Caroline E.....Hastings, St. Clements and All Saints' N.S.
Pringle, Mary A. .....Kensal Green, St. John's N.S.
Warsop, Elizabeth A.....Boston, West Infant S.
Wood, Eliza .....Manchester, St. Matthew's N.S.
Cartwright, Harriett .....Bristol, St. Michael's N.S.
Coates, Mary Ann .....Preston, St. Luke's Infant S.
Coleman, Isabella .....Westminster, Curzon Street N.S.
Copeland, Janet .....Liverpool, St. Mark's Infant S.
Davies, Sarah F. .....Bermondsey, St. James's N.S.
Fedarb, Ellen S.....Canterbury Model S.

Second Class—*continued.*

Fith, Annie .....Balby N.S.
Green, Mary L.....Bermondsey, Ch. Ch. N.S.
Hewett, Jane .....Reigate N.S.
Holland, Maria Isabella.....Stepney, Trinity N.S.
Hopton, Martha .....Birmingham, St. George's N.S.
Larcombe, Mary Ann.....Redcliffe, St. Mary's N.S.
Upcraft, Lucy E.....St. George's-in-the-East, St. Mary's N.S.
Upton Mary A. E .....Maidstone, All Saints N.S.
Ward, Mary A. .....
Welland, Emma .....Godalming N.S.
Bannister, Eliza J. .....Bradford, Messrs. Walkers' Factory S.
Campbell, Catherine J .....Douglas, St. Barnabas Infant S.
Coward, Frances.. .....Preston, St. Peter's N.S.
Crisp, Mary .....Berwick Charity S.
Dewey, Mary .....Bitterne Infant S.
Gray, Abigail .....Rotherham N.S.
Moses, Emily J. .....Jersey N.S.
Norris, Agnes Jane .....Trowbridge N.S.
Oakley, Ann Elizabeth .....Wivenhoe N.S.
Petherick, Anne .....Northam N.S.
Richards, Grace .....Butleigh N.S.
Watts, Mary A.....Ormskirk United Charity S.
Alston, Elizabeth.....Preston, St. Mary's N.S.
Ashfield, Jane.....Edgbaston Par. S.
Baker, Ann .....Islington, All Saints' N.S.
Baker, Susannah.....Durdham Down, St. John's N.S.
Boaler, Mary A. .....Liverpool, St. Luke's Infant S.
Burrows, Martha S. M.....Charter House, St. Thomas's N.S.
Danby, Mary E.....Liverpool, St. John's N.S.
Dayas, Mary.....Dilwyn N.S.
Elger, Kate.....Walmer, N.S.
Howard, Mary .....
Kennett, Ann F..... .....South Lambeth, Spring Grove N.S.
Kay, Elizabeth.... .....Liverpool, Moorfield's N.S.
Kibby, Fanny.....Tiverton Infant B.S.
Lee, Elizabeth .....Welsingham N.S.
Owen, Mirian.....Finsbury, St. James's N.S.
Parritt, Sarah .....Milton (Gravesend) Ch. Ch. N.S.
Pilling, Amelia.....Castleton Moor B.S.
Saul, Elizabeth..... ...Castle Hill N.S.
Trenaman, Caroline E .....Devonport St. Stephen's N.S.
Young, Emma .....Worcester, St. Peter's Infant S.
Cooper, Mary.....Flockton N.S.
Dingle, Jane .....Stoke Climsland N.S.
Donally, Louisa A.....
Fairs, Elizabeth Sarah .....Wyvenhoe N.S.
Freeman, Sarah ....Bruton (Somerset) N.S.
Garrett, Delia .....Elland N.S.
Goodier, Ellen .....Preston, St. Peter's N.S.
Heddle, Mary J. .....St George's in-the-East, St. Mary's N.S.
Howes, Elizabeth M.....Norbiton N S.
Hudson, Emma ....Haworth N.S.
Hulme, Emma.....Manchester, St. Anne's N.S.
Lethbridge, Rosina .....Plymouth, Charles S.
Loveday, Emma .....St. Ippolyt's N S.
Mills, Jane .....Bury, Holy Trinity N.S.
Ravenhill, Eliza M.....Enfield Highway N.S.
Robinson, Phœbe.....Oldbury Ch. Ch. S.
Savory, Frances .....Central London District S.
Smith, Annie .....Stepney, St. Peter's N.S.
Stephenson, Margaret J......
Walters, Margaret .....Llandovery N.S.
Allen, Sarah .....Tor N.S.
Armstrong, Ellen E. .....Ryde (Isle of Wight) N.S.
Barnard, Lucy C.....Petersfield N.S.
Fitzgerald, Harriet C.....Alverstoke N.S.
Gillies, Margaret .....Bootle N.S.
Green, Ann Elizabeth.....
Griffiths, Julia .....Worcester, St. Paul's N.S.
Higgins, Julia M.....Bristol, St. Michael's N.S.
Hughes, Tryphena .....Wellington (Salop) N.S.
Layton, Emily .....Beccles N.S.
Maude, Sarah Ann.....Halifax, Copley Factory S.
Ridley, Elizabeth.....Byers Green N.S.
Robinson, Catherine .....Peterborough N.S.
Simpson, Charlotte E.....Westminster St. Mary's N.S.
Wain, Fanny .....Derby, St. Paul's N.S.

SECOND CLASS—*continued.*

Whicheloe, Emma .....
Williamson, Mary .....Clifton N.S.
Wright, Louisa .....
Addicott, Mary Ann.....Nottingham, Trinity N.S.
Burgess, Emma .....Stepney P.U.S.
Clarkson, Lucy Elizabeth....
Crompton, Elizabeth .....Salford, Ch. Ch. Infant S.
Dudley, Kezia .....Windsor, Royal S.
Evans, Elizabeth Margaret ..Haverford West N.S.
Isaac, Susan J.....Ramsgate, Ch. Ch. N.S.
Jenkins, Mary .....Neath, Alderman Davies' S.
Linnell, Caroline.....Northampton, St. Catherine's N.S.
Mann, Eliza .....Gloster, St. James's Infant S.
Martin, Ann .....Oxford, St. Paul's N.S.
Morris, Elizabeth .....Woolwich N.S.
Moody, Charlotte.....Romsey, Girls' N.S.
Smith, Mary.....Bolton, Holy Trinity N.S.
Smyth, Mary Jane .....Exeter, St. Sidwell's S.
White, Mary A. J. .....Bermondsey, St. James' N.S.
Apperson, Sarah .....Liverpool, St. Barnabas N.S.
Burrell, Matilda Mary .....Cambridge, King Street S.
Burrell, Marianne Louis .....Colchester, Blue S.
Chesterton, Mary J. .....Leicester, Knighton Street S.
Evans, Mary E. .....St. Martin-in-the-Fields, Northern District S.
Fox, Emily S.....Walham Green, St. John's N.S.
Harrison, Elizabeth.....Blackburn, Trinity N.S.
Mustard Eleanor.....
Peters, Anne.....Cranley N.S.
Ryde, Maria .....Isleworth N.S.
Shakespeare, M.E. .....Liverpool, Toxteth Park, St. James's N.
Smith, Eliza .....Boston N.S.
Stephens, Mary .....Isleworth N.S.
Steptoe, Sophia C.....Oxford, St. Paul's N.S.
Summers, Eliza .....Cheltenham, Ch. Ch. N.S.
Turk, Elizabeth M. .....Gloster, St. Mark's N.S.
Allchin, Elizabeth .....Powick N.S.
Beck, Anne M. .....Leicester, County S.
Binns, Ann .....Bowling, St. John's S.
Bowles, Eliza E. .....St. Leonard's on Sea, St. Mary Magdalen N.S.
Boylette, Emily E. .....Weymouth N.S.
Downing, Catherine.....
Eaton, Mary Ann .....
Farrah, Hannah.....Yeadon, N.S.
Godson, C. Mary.....Leeds, St George's Infant S.
Grace, Sarah .....Rotherhithe, Deptford Road N. S.
Hardy, Mary .....
Hopkinson, Mary A. .....Regent Square, St. Pancras N.S.
Jones, Sarah .....Oldbury Ch. Ch. S.
Pringle, Mary J. .....Lenton, N.S.
Rowles, Jane .....Cainscross N.S.
Tamblin, Ruth.....Ramsgate Ch. Ch. S.
Wragg, Sarah A. .....Lenton N.S.
Batson, Emma .....Marylebone, Nutford Place, Diocesan S.
Chambers, Elizabeth .....Northampton, All Saints' N.S.
Flather, Rosa .....St. George-in-the-East, St. Matthew N.S.
Holland, Frances Jane .....West Hackney N.S.
James, Emma .....Regent Square, St. Pancras N.S.
Payne, Ann .....Portsea Beneficial Society S.
Peake, Elizabeth.....
Quance, Sophia .....Bristol, St. Augustine's Girls' S.
Robinson, Kezia .....Salford Ch. Ch. N.S.
Sidebotham, Emily .....Douglas, St. George's N.S.
Smith, Rosetta .....Salford, Ch. Ch. Infant S.
Acford, Emma .....Bideford N.S.
Barlow, Ellen .....Salford, Great George Street Model S.
Barnard, Emily .....Portsea Island P.U.S.
Batterbury, Sarah Jane ..... New Windsor N.S.
Camm, Emma .....Newark Ch. Ch. N.S.
Clayton, Elizabeth .....Wharton (Chester) N.S.
Foreman, Elizabeth .....
Gibbins, Mary .....Exeter N.S.
Greathead, Naomi .....Doncaster, Gt. Northern Ry. S.
Hills, Louisa Ann .....Marylebone, Nutford Place, St. Luke's N.S.
Johnson, Clara .....St. Martin-in-the Fields, Northern District S.
Leedy, Ellen .....East Peckham (Kent) N.S.
Lowe, Eliza .....Wordsley, N.S.
Miles, Mary .....Tillington N.S.

Second Class—*continued.*

Mills, Sarah F.....Islington, St. Jude's N.S.
Nicholson, Maria.....Leeds Quarry Hill, St. Mary's N.S.
Parkes, Elizabeth.....West Bromwich Ch. Ch. N.S.
Peat, Agnes.....Allestree N.S.
Peplow, Caroline.....Shrewsbury, St. Mary's N.S.
Roper, Phœbe.....Ettingshall N S.
Schofield, Mary Ann .....Huddersfield, St. Paul's N.S.
Shaw, Caroline.....Church Lawton N.S.
Andrews, Sarah .....Rugby, Elborrow S.
Bayliss, Emma.....Warwick, Borough S.
Brinkman, Elizabeth .....Stepney, St. Thomas's N.S.
Brooks, Elizabeth E.....City of London 4th N.S.
Bryen, Clara.....Marlborough, St Mary's N.S.
Charles, Sarah .....Clifton P.U.S.
Cooper, Emily S.....Upper Chelsea, Trinity Infant S.
Evans, Lucy C .....Holborn, St. Andrew's N.S.
Fraser, Coroline.....Ormskirk, United Charity S.
Fyles, Alice .....Scotter and Scotten N.S.
Hall, Amelia .....South Metropolitan District S.
Harman, Harriet.....Kinwarton N.S.
Kiddell, Louisa .....
Miller, Anna A.....Liverpool, St. Mark's N.S.
Monks, Anne .....Oakfield (Isle of Wight) Infant S.
Peeling, Margaret.....Liverpool, St. Barnabas N.S.
Pigg, Sarah .....Springfield N.S.
Pitt, Mary A. .....Baldwins Gardens N.S.
Scott, Mary Elizabeth.....Bradford Low Moor N.S.
Taylor, Mary Anne .....Bishops Auckland Girls S. of Industry.
Tillers, Elizabeth.....Odiham N.S.
Walsingham, Lucy.....Alcester N.S.
Blake, Ann .....Ticehurst N.S.
Cayley, Emily .....
Evans, Martha .....Wolverhampton, St. Paul's N.S.
Elsdon, Jane T. .....Bishop Wearmouth, Girls S.
Glazzard, Annie .....North Audley Street, St. Mark's, Infant S.
Hibell, Esther .....Birmingham, St. Mary's N.S.
Howard, Eliza .....St. Martin-in-the-Fields Northern District S.
Hunt, Sarah .....Burton-on-Trent Infant S.
McIntire, Jane A. .....Westminster, St. Margaret's N.S.
Marco, Amelia.....Marylebone, Christ Chapel N.S.
Madders, Emma .....Manchester, Ancoats, St. Andrew's.
Menelly, Charlotte .....
Saunders, Eleanor .....
Shepherd, Elizabeth .....Wordsley N.S.
Tadd, Mary Ann.....Beckington N S.
Townsend, Elizabeth Ann....Halifax, Haley Hill, N.S.
Worrall, Sarah .....Liverpool, St. Augustine's, N.S.
Wright, Emma.....St. Alban's, St. Peter's, N.S.
Carnotta, Mary Ann .....King Cross, St. Paul's, N.S.
Cavell, Elizabeth C. .....Ramsgate, St. George's, N.S.
Chaplin, Mary J. .....Ipswich, St. Peter's, N.S.
Connor, Margaret .....Liverpool, St. Thomas, Toxteth Park, N.S.
Cooke, Sarah A. .....Church Lawton N S.
Diaper, Emma .....Southampton Incorporation S.
Ellis, Anne .....Runcorn Holy Trinity N.S.
Elwel, Frances .....Beverley Minster S.
Fearns, Mary .....Manchester, St. Barnabas N.S.
Hannaford, Elizabeth .....Plymouth, Charles S.
Scott, Isabel .....Leeds, St. Mary's Newtown N.S.
Thomas, Ellen J.....Wookey N.S.
Tottle, Mary M. .....Manchester, St. Barnabas N.S.
Townsend, Mary A.....Mark N.S.
Walker, Emma .....Stepney, St. Peter's N.S.
Wright, Mary .....Coseley, Ch. Ch. N.S.
Blyde, Fanny E.....Saffron Hill, St. Peter's N.S.
Burden, Elizabeth .....Cheltenham, Trinity N.S.
Harrison, Mary .....Bradford, Low Moor N.S
Mercer, Lucy .....Liverpool, St. Bride's N.S.
Ostler, Mary Ann .....Skirbeck N.S.
Palmer, Mary Ann.....
Pearson, Bridget .....Liverpool, Toxteth Park, St. James's N.S.
Sage, Mary J. M.....Bristol, Hannah More's S.
Stevens, Caroline .....Newhaven N.S.
Thomas, Ann .....Tettenhall N.S.
Thompson, Elizabeth.....
Tonge, Mary Jane .....Lincoln, Miss Cookson's S.
Willis, Euphemia .....Hull, St. Stephen's N.S.

III. *British and Wesleyan Schools.—Males.*

First Class.

Name of Candidate	Name of School
Lawson, Jas. R.	Leeds, Darley Street Wes. S.
Garnett, John T.	Warrington B S.
Brewer, Wm. H.	Devonport, Royal Naval & Military S.
Turner, Richard	Bridport General S.
Greenup, Wm. Thomas	Oldham Wes. S.
Moffatt, William	Banbury B.S.
Garbutt, John G.	Derby, King Street Wes. S.
Winterton, Jas. Henry	Cefn S.
Gibbings, Richard	Tavistock B.S.
Roberts, Ellis	Bala B.S.
Everiss, George	Cheltenham B.S.
Pearce, Orlando	Wotton-under-Edge B.S.
Haywood, George	Newark Wes. S.
Jones, William	Llanelly, Copper Works B.S.
Carter, James	Ramsay (Hunts) Wes. S.
Creighton, Wm.	Warrington B.S.
Hughes, Wm.	Llangefni B.S.
Jones, Lewis	Bala B.S.
Holt, John W.	Radcliffe, Institution B.S.
Jones, Edward	Derbigh B.S.
Kilvington, James	Whitby Wes. S.
Beard, Walter	Bristol, Red Cross Street B.S.
Dunn, Henry	Dudley, Wes. S.
Harries, Richard E.	
Allcock, George	Milford B.S.
Jones, Matthew H.	Southwark Chapel Wes. S.
Riley, Thomas	Banbury B S.
Harris, William R.	Gravesend and Milton B.S.
Newman, Charles	Melksham B.S.
Hay, James K.	Newcastle-on-Tyne Jubilee S.
Shaw, Richard	Lees Wes. S.
Derrett, Robert	Wotton-under-Edge B.S.
Dyer, Frederick	Wellington (Somerset) B.S.
Snowden, Henry	Doncaster, B.S.
Williams, Thomas	Holyhead B.S.
Ratcliff, William	Dukinfield B.S.
Butler, Frederick	Banbury B.S.
Hughes, William	Holyhead B.S.
Searle, John	Penzance Wes. S.
Jackson, William	Thirsk, B.S.
Johnstone, James	Kingswood Wes. S.
Leary, Thos. G.	Lincoln Wes. S.
Smith, Jacob	Cheltenham, B.S.
Button, John	North Thoresby Wes. S.
Robinson, David	Manchester, Peter Street B.S.
Wainwright, Thos.	Nantwich Wes. S.

Second Class.

Bearman, Edwd. J.	Barton-on-Humber Wes. S.
King, Chas.	Toddington Wes. S.
Mills, James	Newtown B.S.
Murray, James	Newcastle-on-Tyne Jubilee S.
Osborne, Geo. F.	Yarmouth B.S
Palmer, Henry	Boro' Road Model S.
Adams, Wm.	Swansea B.S.
Andrew, Richd. F.	Lees, Zion Methodist New Connection S.
Greenhalgh, John	Stockport B.S.
Thomas, James	Llanelly Copper Works B.S.
Burt, M.	

SECOND CLASS—*continued.*

Craze, John .....Kingsbridge and Dodbrooke B.S.
Greenwood, Lister .....Haworth Wes. S.
Little, Peter .....Topsham Wes. S.
Paul, Edward Jones ....Ruthin B.S.
Brough, Francis .....Hackney Road, Adelphi Chapel S.
Crighton, George.....Derby B.S.
Milliner, John Thos. ....Brierly Hill Wes. S.
Ross, Robert N. .....Crook, Pease's Wes. B.S.
Saunders. George H. ....Dartford Wes. S.
Coplin, William J. .....Falmouth B.S.
Davies, John.....Llanllechid B S.
Hope, Joseph .....Cleator Mill B.S.
Malcolm, Samuel.....South Shields, Jarrow Chemical Works S
Marriott, John Thomas ..Oundle B.S.
Black, Samuel .....Cleator Mill B.S.
Davis, James G. .....Bristol, Red Cross Street B.S.
Denney, John .....Rugby Wes. S.
Jenkin, John .....Cowbridge and Llanblethian N.S.
Winney, William.....Manningtree Wes. S.
Ireland, Alfred.....Oundle B.S.
Needham, James .....Bollington Wes. S.
Stephenson, John .....Greetland Wes. S.
Thomas, William.....Bethesda (Carnarvon) B.S.
Branch, Carrington.....Nayland B.S.
Ellis, Benjamin .....Bryn Mawr B.S.
Hughes, Hugh .....Penrhyn B.S.
Roberts, George J.....Yarmouth B.S.
Sharples, James .....Farnwor h Wes. S.
Smith, John .....Keighley Wes. S.
Sollitt, Charles.....Holme Wes. S.
Walkden, Peter John .....
Watson, Robert N.....Highgate B.S.
Bates, James.....Bolton, Bridge Street, B.S.
Birkett, John .....Stockport B.S.
Cole, George.....Frampton, Catterell B.S.
Dyson, John .. ..Holmfirth Wes. S.
Edwards, Joseph .....Tipton Wes. S.
Haigh, Thomas R......
Harris, John.....Blaina B S.
Martin, William .....Oldland Common B.S.
Root, William H.....Halstead B.S.
Woodyer, Edward .....Northwich Wes. S.
Wray, Robert .....Leeds, Darley Street Wes. S.
Forster, William James ..Wainfleet Wes. S.
Holdcroft, Herbert .....Tunstall Wes. S.
Trotter, Geo. Osmond ..Poplar and Blackwall Free S.
Ainsworth, James G.....Egerton B.S.
Blears, William .....Davyhulme Wes. S.
Matson, John .....Sheriff Hutton Wes. S.
Richardson, Thos. B. ....York, Priory Street Wes. S.
Vial, William .....Camborne B.S.
Williams, William J. ....Camberwell, Crawford Street B.S.
Cowley, James.....Hackney Road, Weymouth Terrace B S.
Cox, John H.....Sheffield, Red Hill Wes. S.
Greenwood, Aaron T.....Bradford, Richmond Terrace Wes. S.
Hellings, Joseph .....Falmouth B.S.
Jones, Edwin .....Ruthin B.S.
Morris, John.....Risca B.S.
Parker, Charles .....Leicester, Hill Street B.S.
Ray, William .....Boston B.S.
Thornley, George.....Hurst B.S.
Fletcher, John .....Griffydam Wes. S.
Gay, Henry .....Oldland Common B.S.
Jones, Moses.....Deinioleu B.S.
Mason, James .....Egerton B.S.
Prise, Henry S. .....Boston B.S.
Rothwell, Jesse .....Hadfield Wes. S.
Sharpe, John.....Alwalton, Earl Fitzwilliam's S.
Wrench, Thomas .....Tottenham B.S.

IV. *British and Wesleyan.—Females.*

First Class.

Name of Candidate	Name of School
Paulin, Paulina	
Passman, Eliza	Manchester, Lower Mosley Street B.S.
Gath, Rosina E.	Exeter, Mint Lane Wes. S.
Hartley, Mary A.	Somers' Town B.S.
Fish, Rhoda W.	Leicester, Hill Street B.S.
Champ, Mary	Bridport Girls' and Infants' Gen. S.
Parsons, Fanny	Chipping Norton B.S.
Evans, Mary	Carmarthen B.S.
Smith, Sarah Anna	Westminster Wes. Praotg. S.
Williams, Tabitha	Liverpool, Harrington B.S.
Lidamum, Lucy E.	Clapham B.S.
Aldam, Emily	Nottingham, High Pavement B.S.
Bubb, Mary A.	Cheltenham, Highbury B.S.
Allen, Mary	Manchester, Lower Mosley Street B.S.
Bartley, Jane	Ravenhead, Plate Glass Co.'s S.
Martin, Ellen Matilda	Hackney Road, Weymouth Terr. B.S.
Lloyd, Sarah G.	Norwich, Octagon Chapel S.
Tree, Jane	Borough Road Model S.
Crane, Elizabeth	Bethnal Green, Abbey Street B.S.
Gent, Sarah	Ashford B.S.
Hale, Annie	Alton (Hants) B.S.
Holloway, Anne	West Bromwich, Summit B.S.
Niblett, Mary A.	Cheltenham B.S.
Speadley, Eliza	Sydenham Wes. S.
Yolland, Ann	Radnor Street, City Road Wes. S.
Dowley, Jane	Southwark Chapel Wes. S.
Gibson, Mary A.	Borough Road Model S.
Nicholson, Martha	
Stead, Angela	Leicester, Hill Street B.S.
Wilkes, Clarissa J.	
Whittaker, Jane	Leeds, Basinghall Street B.S.
Llewellyn, Ellen	Blaina B.S.
Brooksbank, Sarah	Hurst B.S.
Griffiths, Rebecca J.	Dover B.S.
Hughes, Elizabeth	Holyhead B.S.
Little, Georgina	
Barwick, Anne	Leicester, Hill Street B.S.
Stinson, Alice	Griffydam Wes. S.
Nightingale, Mary L.	York, St. George's Wes. S.
Orpin, Emily J.	Faversham B.S.
Webster, Lydia	Manchester, Rusholme Road Wes. S.
Windus, Elizabeth C.	Hackney Road, Weymouth Terr. B.S.
Woof, Elizabeth	Darlington, Kendrew Street B.S.

Second Class

Kent, Annie	Lincoln Wes. S.
Ryder, Emma	
Coghlan, Mary A.	Llanelly B.S.
Figures, Mary A.	Birmingham, Unitarian Dom. Mission S.
Potter, Lucy	Wandsworth, Mount Pleasant B.S.
Whyatt, Emily	Kingswood Wes. S.
Wildgoose, Sarah A.	Oldham, St. Domingo Street Wes. S.
Crouch, Isabella N.	Pethnal Green, Abbey Street B.S.
Mitchell, Harriet	Leicester, Hill Street B.S.
Giles, Mary A.	East Coker B.S.
Lowrie, Elizabeth	North Shields, Union B.S.
Morgan, Mary	Maesteg Llynvi Works B.S.
Murrish, Annie	Truro B.S.
Sargent, Mary Ann	

SECOND CLASS—*continued.*

Barker, Alice.....Bacup Wes. S.
Gascoigne, Martha .....North Shields, Union B.S.
Hall, Sophia.....Faversham B.S.
Kerry, Lucy .....Nottingham, High Pavement B.S.
Clarke, Julia..... ...Bethnal Green, Gascoigne Place S.
Read, Jane E. .....Bethnal Green, Abbey Street B.S.
Roden, Elizabeth .....Coalbrookdale Co.'s Pool Hill B.S.
Stewart, Mary A.....New Wolverton Station B.S.
Sudlow, Elizabeth .....Oldham, St. Domingo Street Wes. S.
Kean, Ellen .....Stroud B S.
Longdin Alice .....Manchester, Ancoats Mill Street B.S.
Braim, Ellen .....Batley Wes. S.
Hardy, Frances .....Hurworth Wes. S.
Jones, Louisa .....Dowlais B.S.
Mason, Emily .....Taunton B.S.
Burton, Mary Ann .....
Jamieson, Louisa.....Lincoln Wes. S.
Thomas. Esther .....Llanelly, Copper Works S.
Wells, Eliza J.....Boston B.S.
Dyson, Susannah.....Oldbury Wes. S.
Edwards, Mary A. .....
Holmes, Jane O. .....South Shields, Jarrow Chemical Works S.
Sibly, Harriet T. .....Manchester, Rusholme Road, Wes. S
Richards, Mary Ann ....West Bromwich, Hill Top Wes. S.
Tilberry, Emma .....Clapham B S.
Cunning, Anne .....
Hogg, Isabella.....Darlington, Bridge Street B.S.
Howard. Martha .....Ilkeston B.S.
Mumford, Elizabeth ....Pembroke Dock B.S.
Peters, Emma .....Leominster B.S.
Elphinstone, Elizabeth ..North Shields, Union B.S.
Thorne, Elizabeth .....Ashford B.S.
White, Alice.....Didsbury N.S.
Atkin, Sarah A .....Liverpool, Toxteth B.S.
Joyce, Hephzibah .....Abingdon B.S.
Roberts, Anne .....Rhymney, Iron Works S.

V. *Roman Catholic.—Males.*

FIRST CLASS.

NONE.

SECOND CLASS.

Name of Candidate	School
Carran, William	Kirkdale Indl.
Mooney, Patrick	Newport-on-Usk, St. Mary's R.C.S.
Collinson, William.....	Stockport R.C.S.
McDonald, Archibald	Glasgow, St. Andrew's R.C.S.
Dugmore, George	Stella, St. Cuthbert's R.C.S.
Hawley, James	Longton, St. Gregory's R.C.S.
Quinn, Charles.....	Airdrie, St. Margaret's R.C.S.
Regan, Charles	Barnsley, Holyrood R.C.S.

VI. *Roman Catholic.—Females.*

FIRST CLASS.

Fisher, Margaret .....
Mitchell, Eliza .....Wolverhampton, St. Mary's R.C.S.
Roche, Jane .....
Kirkham, Elizabeth .....Liverpool, Mount Vernon St. Thomas' R.C.S.
Bennett, Catherine .....Manchester, St. Patrick's R.C.S.
Hill, Anne.....Liverpool, Practising R.C.S.
Dobson, Anne .....Liverpool, St. Nicholas' R.C.S.
Bianchi, Mary A. .....Wolverhampton, St. George and St. Patrick R.C.S
O'Brien, Eliza .....Liverpool Practising R.C.S.

First Class—*continued.*

Johnstone, Elizabeth .....Glasgow, St. Andrew's R.C.S.
Rigg, Janet .....Wolverhampton, St. Patrick's R.C.S.
Brans, Elizabeth .....Marylebone, High Street, St. James's R.C.S.
Seed, Elizabeth .....Lancaster R.C.S.
Cary, Winifred .....Marylebone, High Street St. James's R.C.S.
Martin, Elizabeth .....Liverpool, St. Peter's R.C.S.
Molony, Margaret.....Airdrie, St. Margaret's R.C.S.
Sullivan, Maria A. .....Manchester, St. Wilfrid's R.C.S.
Hennessey, Ellen.....Birmingham Oratory R.C.S.
McCluskey, Kate..... ..Liverpool, St. Mary's R.C.S.
Peterson, Mary..... .....Derby, St. Joseph's R.C.S.
Slattery, Ann Norah.....Liverpool, Holy Cross R.C.S.
Barrett, Ann.....London, Tudor Place, St. Patrick's R.C.S.
Boyle, Annie .....Albany Street St. Ann's R.C.S.
Ward, Anne Francis .....Glasgow, St. Andrew's R.C.S.

Second Class.

Casserly, Sarah .....Marylebone, High Street St. James's R.C.S
McGarvie, Mary .....Glasgow, St. Andrew's R C.S.
Hardie, Ellen .....Glasgow, St. Andrew's R.C.S.
McKenna, Mary .....Edinburgh, St. Mary's R.C.S.
Middleton, Jane M.....Liverpool, St. Oswald's R.C.S.
Waters, Margaret .....Sheffield, St. Vincent's R.C.S.
Wilkinson, Mary .....East London St. Mary's R.C.S.
O'Keefe, Elizabeth .....Chelsea, St. Joseph's R.C.S.
Sloane, Anne .....Wigan, St. Joseph's R.C.S.
Foley, Mary .....Liverpool, St. Peter's R.C.S.
Hall, Fanny.....Mortlake R C.S.
Hall, Mary.....Preston, The Talbot R.C.S.
McCluskey, Marianne.....Liverpool, St. Francis Xavier R.C.S.
Welsby, Catherine .....Chorley, St. Mary's R.C.S.
Crawley, Catherine .....London, Tudor Place St. Patrick's R.C.S.
Brannan, Ann .....Glasgow, St. John's R.C.S.
Brims Mary .....
Crean, Sarah .....St George's-in-the-East, Pell Street R.C.S.
Irvine, Catherine .....Glasgow, Calton St. Mary's R.C.S.
Hornby, Alice .....Hurst Green R.C.S.
Robertson, Frances .....Chelsea, St. Joseph's R C.S.
Byrne, Sarah .....Bolton, St. Peter and St. Paul's R.C.S.
Wilcock, Margaret .....Preston, St. Augustine's R.C.S.
Collier, Madeline.....
Murray, Lucy.....Haslewood, R.C.S.
Elmes, Julia .....Kensington, Vicarage Place St. Edward's R.C.S.
Jenkins, Anne .....Liverpool, St. Francis Xavier R.C.S.
Marshall, Janet.....Stirling, St. Mary's R.C.S.
Farnell, Winefride.....
Kean, Mary Anne.....St. Helen's Lowe House R.C.S.
Keeler, Catherine .....Sheffield, St. Maries, Surrey Street R.C.S.

VII. *Church of Scotland.—Males.*

First Class.

Name of Candidate	School
Leslie, George	Dundee Free St. John's S.
McGill, William	Glasgow, Est. Ch. Normal S.
Hodge, William	Glasgow, St. David's S.
Warden, Robert	Glasgow, Highland Society's S.
Downie, William	Glasgow, Highland Society's S.
Andrew, James	
Stewart, William	Edinburgh, Heriot's Hospital (High School Yard) S.
Edington, John H.	Eyemouth Par. S.
Tagg, Alexander	Paisley, Causeyside S.
Pringle, Alexander	
Scott, Peter	Edinburgh, Est. Ch. Normal.
Wyllie, George.....	Arbroath Parish S.
Angus, Ruthven D.	Dunbarton Burgh S.
Russell, Robert	Edinburgh, Est. Ch. Normal.

First Class—*continued.*

Alexander, William.....Dalintober, Miss Campbell's Charity S.
Morton, Archibald .....Glasgow, St. Enoch's S.
Somerville, Archibald....Glasgow, St. James's S.
Arnott, James .....Coltbridge. Lord McKenzie's S.
Galbraith, Archibald ....Glasgow. St. David's S.
Smith, Ebenezer J.....Falkland, Par. S.
Dear James .....Friockheim Est. Ch. S.
Smith, John .....Cupar Madras Academy.
Watson, William.....Lochgelly Cos. S.
Anderson, James .....Paisley, Neilson's Institution.
Brown, James .....Larbert Par. S.
Durno, George .....Aberchirder G.A.S.
Nisbet, John.....Eyemouth Parish S.
Sinton, Robert J.....Edinburgh, Canongate Sess. S.
Stirton, John .....
Beaton, Walter.....Newton-on-Ayr Par. S.
Beveridge, James.....Tullibody Subscription S.
McKenzie, Peter M. ....Blairgowrie Par. S.
McLean, Charles .....Paisley Abbey, New Town Dist. Parish S.
Paton, John .....Dunfermline, McLean's S.
Beauchope, Charles R. ..Edinburgh, St. Mary's Sess. S.
Dunnett, J. G. .....Edinburgh, Heriot's (High School Yard) S.
White, James .....Dalmonach S.
Wilson, David .....Paisley Abbey, Newtown Dist. Par. S.
Malcolm, Richard .....Maryburgh S.
Pearson, Hugh .....
Crockart, David .....Ladyloan F.C.S.

Second Class.

Brown, George.....Dundee Gen. Sess. S.
Drummond, John.....Glasgow College Parish S.
Millar, Archibald.....Fullarton Est. Ch. S.
Cameron, John.....Killin Parish S.
Horn, Henry L. .....Kirkintilloch, Oswald Sess. S.
McGregor Malcolm .....
Nicoll, David .....Lochee G.A.S.
Gurrie, James .....Almond Bank G.A.S.
Ferguson, James .....Edinburgh, Maclean's S.
Kelly, James .....Larbert Par. S.
Laing, Thomas .....Aberdeen, East Par. Sess. S.
Henderson, David.....
Mackay, Colin .....Luss Par. S.
Patterson, John .....Helensburgh Quoad Sacra S.
Ruie, William .....Glasgow, South Woodside S.
Hutcheson, Robert ..... Perth, Watergate N.S.
Knox, Hugh.....Fettercairn Par. S.
Lyon, David Lyon .....Lochee Sess. S.
Towns, Hector..... ..Friockheim Est. Ch. S.
Davidson, John .....Montrose Sess. S.
Findlay, William .....Forfar, Northend Burgh S.
Gavan, Thomas .....Dairy F.C.S.
Lamont, Alexander .....Bridgeton Parish S.
Riddoch, John C.....Elie Par. S.
Durward, John..... Dundee Sess. S.
McArthur, John .....
McIntosh, William .....Paisley Abbey, Newtown Dist. Parish S.
Tosh, James.....Friockheim Est. Ch. S.
Brown, Charles F. .....West Calder Par. S.
Cleland, James .....Glasgow, Chalmer's Sess. S.
Gillespie, Allan.....Glasgow, St. Paul's S.
Horne, Robert .....Ceres Parish S.
Macrosty, Henry..... Crieff, Taylor's Instn. S.
Fairnie, Alexander .....Earlsferry Sub. S.
Fargie, George .....Morningside Sub. S.
Young, James H. .....Paisley, George Street, Sess. S.

SECOND CLASS—*continued.*

Braidwood, Thomas ....Old Monkland Par. S.
McNie, John.....
Dick, Thomas .....Slateford, St. Cuthbert's Sub. S.
Mason, David .....Queensferry, Burgh S.
Matthew, David .....Dundee, St. John's Sess. S.
Ogilvie, Robert B. .....Bridgeton, Parish S.
Maclean, Alexander .....
Colville, James.....Leuchars, Parish S.
Crawford, Alexander.....
Duncan, William .....
Young, John K. .....Dundee, St. Andrew's S.
Beaumont, Christopher ..Gala Subsn. S.
Bell, Robert .....
Crerar, James .....
Macpherson, Charles ....Duirinish Par. S.
McHarg, Peter .....
Marshall, Charles .....Ardrossan Par. S.
McAdam, Robert .....Alexandria Par. S.

VIII. *Church of Scotland.—Females.*

FIRST CLASS.

Name of Candidate	Name of School
Connor, Maria L.....	Glasgow, St. Enoch's Sessl. S.
Craig, Jessie F.....	
Hill, Elizabeth.....	Largs Female Industrial S.
Slessor, Elizabeth	Glasgow, St. Matthew's Girls' S
Irvine, Margaret	
Morton, Elizabeth	Irvine, Drybridge S.
Campbell, Mary	(Examined at Glasgow)
Newton Elizabeth.....	
Reid, Elizabeth	Ardrossan Female S.
Todd, Margaret	Glasgow, St. Enoch's Sessional S.
Richardson, Jane.....	Annan Industrial S.
Graham, Margaret	
Marshall, Jessie G.	Aberdeen, South Par. Sessional S.
Morison, Jane	Edinburgh, Heriot (Borthwick Close).
Gardiner, Margaret.....	Dunfermline Industrial School.
Harper, Anne	Dalry Female Industrial S.
Meston, Sarah C.	
Robertson, Jemima.....	Edinburgh, Heriot (Borthwick Close) S.
Campbell, Jessie	Edinburgh, Est. Ch. Normal Practising S.
Mitchell, Jane	Edinburgh, Heriot (Cowgate Port) S.
Annan, Cecilia	Auchtermuchty Madras S.
Cullen, Ellen	Port Glasgow Industrial S.
Mc Gann, Anna	
Hay, Elizabeth M. S.....	Aberdeen, South Par. Sessional S.
Mc Dowall, Mary Jane ..	Edinburgh, Est. Ch. Normal S.
Rankine, Jane L.....	Edinburgh, Heriot (Broughton Street) S.
Duff, Elizabeth.....	
Kirkwood, Alison	Edinburgh, Heriot, (Brown Square) S.
Norris, Elizabeth.....	Brownfield Female Industrial S.
Dennie, Isabella L.	
Scott, Helen	
Kirkwood, Margaret	Kirkintilloch, Oswald's Sessional S.
Main, Margaret	Glasgow, Chalmer's Sessional S.
Patrick, Eliza	Dalry Fem. Industrial S.
Carruthers, Margaret	Edinburgh, Heriot's S. (Heriot Bridge) No. 1.
Henderson, Jane	
Smith, Janet.....	Paisley, Dickson's S.
Methven, Janet.....	

Second Class.

Campbell, Mary .....(Examined at Edinburgh)
Whitelaw, Jessie .....Kirkintilloch, Oswald's Sess. S.
Anderson, Catherine ....
Swan, Annie B.....Dunse, Parochial S.
Lorimer, Elizabeth .....Musselburgh Fem. S.
Robertson, Isabella .....
McDonald, Christina ....
Skead, Christina.....
Young, Isabella M......
Young, Mary.....
Ormiston, Naomi.....Edinburgh, Heriot (Cowgate Port) S.
Wilson, Christina.....
Gordon, Mary Milne ....Dundee, St. John's Fem. Sess. S.
McCready, Martha .....
Moffat, Janet.....
Neilson, Catherine .....Dunblane, St. Mary's Episcopal.
Strachan, Amelia.....Peterhead F. C. Fem. S.
Fisher, Agnes .....Dunkeld, Duchess of Atholl's S.
Miller, Elizabeth .....Edinburgh, Heriot's (High St. Yard) S.
Blair, Mary .....Glasgow, St. Paul's Industrial S.
Dickie, Helen T. .....Montrose Sess. S.
Donald, Anna .....
Scott, Jessie .....
Breakowridge, M......
Sharpe, Jane M......
Duthie, Mary.... . .....
Sloan, Jane Finlay ... ..Edinburgh, Established C. Normal S.
Ballingall, Janet .....
Farrier, Barbara .....Musselburgh Fem. S.

IX. *Scotland (Free Church).—Males.*

First Class.

Name of Candidate	School
Mackay, Alexander B.....	Montrose, St. John, Free S.
Simpson, Alexander.....	Glasgow Free St. Matthew's
Fraser, John.....	Daviot F.C.S.
Mudie, William.....	Dundee, St. Andrew's Free S.
McEwen, Dougall.....	Lochearnhead G.A.S.
Neish, David....	Dundee, St. Peter's Free S.
Macready, John.....	Dundee, Chalmers F.C.S.
Matthew, James	Forfar, Northend Burgh S.
McLeod, Donald.....	
Stewart, Duncan.....	Dundee, Hilltown F.C.S.
Setherland, Donald.....	Wattan F.C.S.
Fairley, Thomas.....	Maxwelltown F.C.S.
Crabb, John	Brechin F.C.S.
Craig, Donald.....	Wick F.C.S.
Adam, James	Bonnitton F.C.S.
Adamson, Duncan.....	Cupar Madras Academy
Anderson, Gavin	Edinburgh (Queensferry Street, Dr. Thomson's)
Kennedy, Alexander	
McKemmie, John	Kilmarnock Town Head District S.
McLachlan, John	Aberdeen Trades S.
Baxter, John	Leith, Mariners' F.C.S.
Butter, John.....	Kirkmichael F.C.S.
Cormack, William.....	Wick F.C.S.
Howie, Richard	Fullarton F.C.S.
McCulloch, Hugh	Old Cumnock F.C.S.
Young, Donald	Killearnan F.C.S.
Barnsson, Murdoch.....	
Haig, James	Newport, Fife, F.C.S.
Hannay, Alexander.....	Portpatrick F.C.S.
Ross, William.....	Kincardine, F.C.S.
Nisbet, Charles	Dunfermline Free Abbey
Siddie, Thomas.....	Edinburgh Free Model S.

First Class—*continued.*

Anderson, Andrew .....Auchtermuchty F.C.S.
Stewart, Alexander.....Scone F.C.S.
Wilson, George H.....Edinburgh, Niddry Street, Dr. Bell's S.
Duncan, Alexander T.....Buckie F.C.S.
Binnie, James .....Partick F.C.S.
Chalmers, Andrew .....
Mcdonald, William .....Farraline Park S.
Tait, David.....Eyemouth F.C.S.
Watt, Alexander L.....Invertorthock F.C.S.
Brownridge, William.....Glencairn F.C.S.
Crowe, James D.....Edinburgh, Dr. Thomson's S.
Farquharson, Alexander .....Aberdour F.C.S.
McLean, Daniel.....Largs Brisbane, Endowed S.
Murray, John .....Alyth F.C.S.
Ferguson, Peter.....Glasgow, Free St. John's S.
Wilson, Andrew .....

Second Class.

Brown, James .....Hamilton, St. John's F.C.
Fraser, James.....Culloden F.C.S.
Henry, James.....Arbroath Institution.
McArthur, David R. .....Dundee, Chalmers F.C.S.
Sloane, William A. .....Glasgow, Free St. Matthew's F.C.S.
Chisholm, James .....Cupar, Angus F.C.S.
Jackson, John.....Sheffield, Ebenezer Street Wes. S.
Sutherland, Alexander.....
Walker, David .....
D'Andrade, Francis.....
Geddes, John .....Hilltown, (Dundee) F.C.S.
McKay, John.....Dairy F.C.S.
McNab, Richard .....Edinburgh Tolbooth F.C.S.
Carmichael, Malcolm .....Lochgilphead F.C.S.
Skelly, John.....Perceton F.C.S.
Cruikshank, William .....Port Elphinstone F.C.S.
Duncan, Gideon.....Glasgow St. Matthew's New Sessl. S.
Mcdonald, Roderick .....
Harvey, Robert .....
Sutherland, George.....Clyne, F.C.S.
Walker, Henry.....Benholm, F.C.S.
MacKay, James.....
Sloane, Archibald .....Glasgow, East Gorbals Territl. S.
Gillespie, William.....Glasgow, East Gorbals Terr. S.
Robertson, George .....Edinburgh, New North Free S.
Spedding, Robert.....
Black, James H. .....Kilmarnock, Town Head Dist. S.
Auld, James.....
Emmott, Thomas.....Skipton, Wes. S.
Todd, Henry .....
McKenzie, Finlay .....
Robson, William.....
Todd, David .....Glasgow, East Gorbals Territl. S.
Elphinstone, John .....Gilcumston, F.C.S.
Brown, Donald.....Largs Brisbane Endowed.
Gilchrist, Andrew .....
Finlayson, John E......
Lium, Alexander .....Stewarton, F.C.S.
McLean, Kenneth .....
Millar, John .....Coatbridge, F.C.S.
Calvert, James .....Edinburgh Free Model S.
McKay, Donald .....
Watt, John.....
McIvor, Daniel .....
Gordon, William.....Holyrood, F.C.S.
McDonald, Donald .....Edinburgh.
More, Alexander.....Port Dundas Sessl. S.
McNeill, Daniel.....

X. *Scotland (Free Church).—Females.*

First Class.

Name of Candidate	School
Simpson, Helen D.	
Russel, Christina	Edinburgh, Free Church Model S.
Work, Helen G.	Edinburgh, St. Paul's Free Church S.
Adam, Christina	Edinburgh, Fountain Bridge F.C.S.
Grant, Margaret	Forres, Fem. Indl. S.
McKay, Helen	Edinburgh, Dean F.C.S.
Clinkscales, Rachel	Edinburgh, Northern District S.
Robertson, Marjory	Dunnichen F.C.S.
Crawford, Mary A.	
Glover, Margaret	Earlsferry, Infant and Indl. S.
Duncan, Margaret Mc J.	Glasgow, St. John's F.C. Indl. S.
Stewart, Mary A.	Glasgow, St. Peter's Free S.
Callender, Helen T.	Falkirk, Female Free S.
McMath, Ellen	
Menzies, Elizabeth	Montrose, St. John's F.C.S.
Newton, Margaret	Dundee, St. Peter's Free S.
Edgar, Mary	
Lundie, Euphemia	
Reid, Sophia	Forres Female Indl. S.
Smith, Elizabeth	Edinburgh, Free Model S.
Lowson, Margaret	Carnoustie F.C.S.
Paterson, Isabella	Dundee, Chalmer's F.C.S.
Tait, Elizabeth	Leith, St. John's Free S.
Duncan, Helen	Dundee, St John's Free S.
Hay, Jessie C.	Glasgow, Old Wynd F.C.S.
McRobbie, Margaret	Aberdeen, John Knox's F.C.S.
Robertson, Elizabeth	
Strachan, Margaret	
Campbell, Agnes	
McIntosh, Isabella	
Stewart, Margaret	
Thomson, Anne	
Campbell, Jane A.	
Gibson, Isabella	Dundee, St. John's F.C.S.
Howie, Fanny	
Hutcheson, Anne	Dundee, Chalmers F.C.S.
Steven, Helen	
Brown, Margaret	Tarbolton, Female Indl. S.
Gemmell, Grace	
Thompson, Isabella	Paisley, Miss Stow's Indl. S.
Craig, Catherine	
Robb, Isabella	
Torrance, Susan	Edinburgh, Pilrig F.C.S.
Hector, Margaret	
Jackson, Isabella	
Hally, Jessie	
Ritchie Margaret R	Leith, St. John's Free S.
Cruikshanks, Mary	
Hector, Mary	
Bonner, Eliza	
McKay, Janet	
McKenzie, Margaret	
Seaton, Helen	
Stuart, Sarah	
Brighton, Mary C.	
Bain, Jessie S.	
Bisset, Isabella	
Burt, Elizabeth	Southampton, Holy Trinity S.
Corston, Marian	
Dawson, Mary	
Robertson, Mary	
Sandison, Isabella	Cromarty F.C.S.
Thompson, Elizabeth	
Caldwell, Mary	Glasgow, St. Peter's Free S.
Ewing, Margaret	

Second Class.

Doig, Agnes	Leith, St. John's F.C.S.
McOrmish, Margaret	

SECOND CLASS—*continued.*

Baxter, Agnes .....Leith, Mariners' F.C.S.
Murdoch, Jane.....Glasgow, St. John's F.C. Indl. S.
Shanks, Ann.....
Steele, Janet.....
Dalziell, Jane.....Paisley, Miss Stow's Indl. S.
Bell, Ellen.....
Cadenhead, Mary .....Aberdeen, John Knox's Free S.
Alexander, Susanna.....Glasgow, East Gorbal's Terri. Mission S.
Nisbet, Fanny.....
Gordon, Elspeth .....Huntly, Gordon Schools.
Millar, Agnes.....
Whyte, Mary A......
Alexander, Janet.....
Clarke, Charlotte.....
Forbes, Mary A. .....Edinburgh, Holyrood F.C.S.
Hall, Helen.....
Henry, Mary.....
Cameron, Marion.....
Clark, Catherine.....
Cunningham, Jane, junr......
Houston, Sarah T......
Petrie, Mary A.....Dundee, Wallace Town F.C.S.
Wood, Mary J. R......
Stewart, Linda.....
Houston, Marianne.....
McIntosh, Anne C......

XI. *Episcopal Church of Scotland.—Males.*

FIRST CLASS.

Name of Candidate	School
Gibson, George	Edinburgh, St. John's Episcopal.
Wilkie, William	Leith, St. James.

SECOND CLASS.

Matheson, John .....Glasgow, Bishops' School
Mac Cole, Dugald .....Glencoe F. C. S.
Armstrong, James .....
Mac Intosh, Hugh .....South Ballachuliah Episcopal S.

XII. *Episcopal Church of Scotland.—Females.*

FIRST CLASS.

Powell, Catherine .....Edinburgh, St. John's Episcopal.
Wallace, Isabella .....Edinburgh, St. John's Episcopal,
Kyle, Emily .....Leith, St. James' Episcopal.
Smith, Mary.....

SECOND CLASS.

Hart, Jessie .....Edinburgh, St. John's Episcopal.
Wishart, Euphemia.....Inverness, Bishops' S.
Milne, Anne.....
Forsyth, Mary R. H. .....Lawrencekirk Episcopal.
Cordiner, Eliza.....Cruden Episcopal.

CLASS LIST

Of Students in Normal Schools, and Teachers in Elementary Schools, examined before Her Majesty's Inspectors of Schools, in December, 1860.

The Letter (G. or W.) *after a Candidate's Name, indicates that he has passed an Examination in* GAELIC *or* WELSH, *sufficient to entitle him to a grant of £5 per Annum, over and above the usual augmentation, so long as he is employed in a School of which Her Majesty's Inspector certifies that it is one in which a knowledge of* GAELIC *or* WELSH *is needful in the Teacher.*

The letter (D.), *after a Student's or Teacher's name, indicates that he has obtained a Memorandum of Competency as a Teacher of Drawing.—(Minute of 24 February, 1857.)*

*** A Prize for proficiency in Drawing has been awarded to every Candidate to whose Name a double asterisk (**) is prefixed. A single asterisk (*) means that the Candidate has passed successfully in one subject at least out of the five necessary to a Memorandum of Competency as a Teacher of Drawing.

I.—MALE TRAINING SCHOOLS.

Bangor.

(British and Foreign School Society's.)

Students of the First Year.

FIRST CLASS.

**Blake, William Dart.
**Evans, William (W.)

SECOND CLASS.

*Edmond, Alfred William.
**Jones, Thomas (W.)
**Jones, William
*Rees, John (W.)
Reynolds, Rd. Theophilus.
*Roberts, John C. (W.)
**Roberts, John (W.)
**Rowlands, Robert (W.)
*Williams, William (W.)

THIRD CLASS.

*Jones, Edward Henry.
**Jones, Evan.
*Jones, Robert.
*Oke, Edward.
**Owen, Joseph (W.)
*Rhys, John (W.)
**Watkins, Evan (W).

SCHEDULE.

**Gretton, Frederick William.

Battersea.

(National Society's.)

Students of the Second Year.

FIRST CLASS.

**Ames, Frampton James.
Annett, Thomas Henderson.
Bardwell, Thomas (D.)
*Butterworth, Thomas.
*Carlyon, John Terrill.
*Chambers, Joseph James.
**Ford, Henry (D.)
*Green, Henry.
Quin, Thomas.
**St. John, John.
*Stack, Walter.
Tabernacle, Henry William.

SECOND CLASS.

Ball, William Richard.
**Bough James (D.)
*Chatterton, Elijah.
Davies, Richard (D.)
*Davies, Thomas.
**Davy, Joseph (D.)
**Drake, James (D).
*Greenslade, Francis.
**Hamer, Edward.
**Harwood, Edmund.
**Hewitt, James Walter.
*Howarth, Edward.
Kell, Edward.
*Lewis, James.
*McMillan, Edward Henry.
*Morse, Robert William.
*Pendlebury, John.
Reading, John.
*Robinson, Robert.
**Waite, William.

THIRD CLASS.

*Austin, Arthur Thomas.
Barker, Robert Joseph.
*Blockley, Edward.
*Clifford, Stephen.
**Francis, Benjamin.
**Gifford, George Henry.
*Hammond, Samuel.
*Horsfield, William.
*Jack, William Stewart.
*Morris, James.
**Parrott, Edward B.
Stanier, John.
Vickery, William Smale.
*Walker, Edwin.

Students of the First Year.

FIRST CLASS.

*Berrill, John.
**Brown, Joseph.
**Clarke, Alfred Walrond.
**Dexter, Benjamin.
Satterthwaite, Robert (D.)
**South, Benjamin.
*Tennear, Benj. Thos. Parker

SECOND CLASS.

**Bentley, Buzi.
*Berriman, John.
**Brown, Moses.
*Card, Thomas George.
*Crocker, William Henry.
*Edwards, Roland.
*Evans, David (W.)
*Foster, William.
*Gatehouse, James Wright.
**Gibbs, Henry.
**Gilbert, John George.
**Gornall, John.
Hallgate, Henry.
**Harrap, William Twinberry.
Henry, James.
*Hollamby, George Charles.
**Holland, Thomas.
**Molley, William.
*Hughes, Amos.
*Hughes, William.
Jarvis, Edmund.
*Jenvey, Frederic.
**Kent, Stephen.
Manser, William.
*Margoschis, John Thomas.
**Mort, George Arnold.
**Neal, William.
**Northey, William Henry.
Phillips, Joseph Ablett.
*Praed, Thomas Anthony P.
*Searles, Charles.
*Spendlove, John James.
*Spray, Frederick Charles.
**Taylor, Charles.
**Taylor, Joseph.
**Turnage, James Macroft.
*Vincent, William.
Warner, William.
*Weston, Joseph.
*Wire, Alfred Philip.

THIRD CLASS.

Bennett, Robert James.
*Dye, William.
Gregson, Thomas.
**Heath, Francis.
*Moore, Thomas.
Qualtrough, Thomas.

Borough Road.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST CLASS.

*Barkby, Edwin.
Hartley, Joseph John (D.)
*Lewis, Edward William.
*Scott, Alexander.
Stonehouse, J. Thompson (D.)
Tomlinson, William (D.)
*Wood, James.
**Wood, Philip.

SECOND CLASS.

**Forster, Edward Steele.
*Jackson, Henry.
**Vince, John.

Students of the First Year.

FIRST CLASS.

**Barber, Wm. Cambridge.
**Channon, John Pymour.
Gamble, John Henry
Heywood, Joseph (D.)

**Henshaw, John.
**Hulbert, John.
**Jones, Henry.
Manton, George.
**Meggs, William Thomas.
**Richmond, James.
**Weaver, George.
*Wensley, George.

SECOND CLASS.

*Bishop, Frederick.
*Boyd, Hugh.
*Brown, Alfred.
Cavill, John.
**Compton, John Berkeley.
*Cooper, Daniel.
*Davis, Philip Henry.
*Greenland, Albert.
**Hargreaves, Charles.
**Hindley, Henry.
*Hobill, G. Alex. Killiam.
*Hocking, Samuel.
**Holden, Seth
*Holmes, William Thomas.
**Johnson, William Turner.
*Kirby, Robert.
Lewis, Alfred.
**Mellor, James.
**Norton, Frederick.
**Reakes, Charles.
*Ruddle, Thomas.
**Smith, Ebenezer.
Smith, Thomas.
**Stables, Joseph G.
**Waldron, James Thomas.
*West, George.

THIRD CLASS.

Bowser, William.
**Bray, Edward.
*Hadfield, George Henry.
*Jennings, Jabez.
**Kittredge, William.
Lambert, Daniel.
**Liddall, William.
Norris, Simeon.
*Smith, Frederick George.
*Webb, James.
*Wilson, Robert.

SCHEDULE.

King, Edward Butler.
Smith, William George.

Caermarthen.

(National Society's)

Students of the Second Year.

SECOND CLASS.

**Berry, James.
Bryant, George William.
Holding, John Hodgson.
*Livht, Joseph.
**Rees, Rees.

THIRD CLASS.

Evans, John (W.)
*Hughes, John.
*Jenkins, Edward John.
**Quine, Thomas.

Students of the First Year.

SECOND CLASS.

**Barker, Richard.
**Evans, John.
**Forster, Thomas John.
**Lewis, Henry.
Radmore, Thomas.
**Rees, William.

THIRD CLASS.

**Bartlett, Henry.
*Catlin, Edwin.
**Griffiths, William.
*Harry, Evan.
**Jones, Thomas.
*Lewis, Philip.
**Mattinson, Edward.
**Morris, Thomas.
*Rogers, Alfred.
**Smith, George.
**Smith, James.
Swift, William Thomas.
**Tomlinson, John.
Ungoed, William.
Williams, James.
**Wotley, John.

SCHEDULE.

*Griffith, Thomas.
*Jenkins, David.

Caernarvon.

(National Society's)

Students of the Second Year.

FIRST CLASS.

*Green, Thomas.

SECOND CLASS.

Davies, Arthur.
Pughe, Sylvanus Evans (W.)

THIRD CLASS.

*Jones, Thomas.
Police, Joseph.

Students of the First Year.

FIRST CLASS.

Jones, William John (D)

SECOND CLASS.

**Blackwall, George Edward.
**Chappell, Isaac.
*Jackson, Edwin.
*Jones, Griffith.
*Jones, John.
**Jones, Richard.
*Pritchard, Richard Morgan.
*Roberts, Edward (W.)

THIRD CLASS.

*Davies, Gabriel Johns.
**Davies, John Jones.
**Grindley, Richard (D.)
*Jones, Thomas William.
**Oclee, William.
*Patrick, Robert.
*Pierce, William.
*Potter, Foord.
*Roberts, Howell (W.)

SCHEDULE.

**Davies, William.
**James, Owen Prys.
*Thomas, William.

Chelsea.

(ST. MARK'S.)

(National Society's)

Students of the Third Year.

SECOND CLASS.

Clough, James Creswell.
*Dafty, John North.

THIRD CLASS.

Barton, William.

Students of the Second Year.

FIRST CLASS.

Haysman, James (D.)
**Ives, Robert James.
**Lawrence, Frederick.
**Stott, Robert.
**Wild, Robert.

SECOND CLASS.

*Andrews, Edwin James.
**Baldwin, John.
*Bell, John Gilbert.
*Clarke, Gibson William
*Crawley, Samuel.
Eborall, Thomas (D.)
**Firth, James.
Hawkins, George.
Hencher, Henry Joseph.
*Hipwell, James.
**Hobbins, Frederic John.
Holker, Joseph.
*Orton, George.
**Parrick, George.
**Phillips, William Hayden.
**Phillips, William Thomas.
**Ramsay, Edward James.
*Rigby, Thomas
*Roper, John Thraves.
Rotherham, Philip.
**Rowe, George James.
Snell, Charles.
**Spawforth, James.
*Spence, Thomas Ed. Joseph.
*Streater, Richard.
*Wheeler, John Philip.
**Wheeler, William Henry (D.)
*Withers, Bigland.

THIRD CLASS.

**Beeney, Edward.
*Coldwell, Robert William
*Dodge, Henry.
**Hams, John.
**Hemmings, Theophilus.
**Hudson, John Scholfield.
**Hunt, James.
Lloyd, William.
**Marshall, August.
**Morgans, Thomas.
**Peel, Frederick.
**Shaw, Henry Charles.
**Smith, Walter Francis.
*Stothard, Thomas.
**Venables, William Parcell.
*Watson, George Edwin.
Wolstenholme, Thomas.

Students of the First Year.

FIRST CLASS.

**Breden, Owen.
**Collings, William George.
**Dawson, William.
**Thackrah, Samuel.

SECOND CLASS.

**Cawood, Joshua.
**Coldham, James George.
*Cooper, Walter.
**Ditchett, Edward.
**Ellis, Joseph.
**Fagg, Edwin.
**Fedarb, Edwin Horatio.
**Foister, John Smalley.
**Greenhalgh, William.
*Harris, John.
*High, William Robert.
**Hobson, Henry.
*Holt, William.
**Humphrys, John.
*Jefferson, Samuel.
*Molster, William John.
*Moore, Thomas.
*Moss, Henry.
*Moss, John.
**Pease, James.
**Pelling, William
*Phillips, John.
*Pywell, William.

*Rowley, Richard.
**Rusling, James Wise.
**Schofield, Jabez Charles.
**Stirrup, Thomas.
**Sweeting, Edward.
*Whiteman, Henry.
*Williams, David.
*Yates, Thomas.

THIRD CLASS.

*Bond, John Edward.
Brown, Alfred.
Cooke, William.
Dixon, Frederick Thomas.
Fellijames, George.
Nuttall, Francis.
**Pool, George Alfred.
**Roberts, Thomas.
**Smith, William.
*Strachan, James Hutcheon.
**Tayler, Henry Joseph.
**Woollett, John.

SCHEDULE.

*Horner, Samuel.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

Copham, Alfred.
**Jones, John.
**Roberts, John.
**Simmons, Geo. Henry (D.)
**Wilkins, William Henry.
**Wyld, Samuel.

SECOND CLASS.

*Ashley, Walter Henry.
**Assbee, John.
Briggs, John.
Butcher, Thomas.
**Caldwell, Geo. Jackson (D.)
**Capener, George.
*Chappell, Joseph George Winter.
Clavey, John.
**Crompton, Alfred.
*Dowling, Joshua.
**Farmer, James.
**Gale, John.
*Handford, William West.
Harper, John.
*Livesey, John.
Maidment, Edwin.
**Naylor, Joe.
*Peacock, Edwin.
Pearce, Charles William.
*Priestland, Henry.
Robinson, George Thomas Varley.
*Smith, Joseph.
*Taylor, William Charles.
*Thwaite, Joe.
*Watts, Samuel Henry.
*Westbury, George Joseph.
*Williams, Thomas.

THIRD CLASS.

**Anderson, James.
Barnes, James.
**Christopher, Samuel Charles.
**Dennis, Richard John.
Hodgins, James.
*Manhood, William.
Nixon, George.
**Northend, David.
Palin, William.
*Rossiter, William.
**Wainwright, Joseph.
*Walmsley, John.

Students of the First Year.

FIRST CLASS.

*Bromilow, William.
**Davies, John.
**Hall, Samuel.
**Keast, Joseph.
West, Walter.

SECOND CLASS.

Anson, William.
*Bott, George.
*Bradley, Robert Silby.
Chaffer, William.
Clarke, John.
*Collins, William.
*Davis, Alexander James.
Duringer, Charles Martin.
**Graham, Edmund.
**Green, Thomas.
*Halling, James Arthur.
*Harper, William Henry.
Holmes, George.
**Hunt, George.
*Johnson, Ed. Sunderland.
**Keswell, Thomas.
*Lee, James.
**Linfoot, William.
**Mildenhall, John.
*Norminton, Charles.
**Northam, Charles Henry.
**Pearson, Oswald Dalton.
Platt, James.
*Powell, James.
**Pyatt, Isaac.
Real, John Morcombe.
*Reynolds, Walter I. I.
**Shaw, Thomas.
**Shields, James.
**Smith, George.
**Sprague, Thomas G.
**Stroud, Charles Henry.
*Sugg, Walter.
**Thomas, John Vincent.
**Wainwright, Edward.
Watts, William.
**Westley, John.
*Weston, George.
Wright, Henry.

THIRD CLASS.

**Bladen, George.
Burgoin, John.
*Gerrard, William.
Hadfield, William.
**Kay, James.
**Magness, John.
Naylor, Robert.
Riggott, Charles.
Stride, Jesse.

Chester.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Aldred, Henry.
**Callister, William. (D.)
**Teare, James (D.)

SECOND CLASS.

**Corris, Cæsar.
**Harwood, Edward.
**Heath, Edwin.
*Johnson, Joseph.
**Kay, James.
**Lewis, William (D.)
*Lloyd, John.
*Newton, Henry.
**Nicholson, Thomas (D.)
**Price, William.
**Timperley, Charles (D.)
**Watson, Hugh (D.)
**Wilson, Matthew.
**Woolstencroft, Samuel (D.)
**Young, Frederick (D.)

THIRD CLASS.

**Barber, Ralph.
**Hartley, Thomas.
*Hunter, Thomas.
*Mellor, Joseph.
**Worsley, George.

Students of the First Year.

FIRST CLASS.

**Bridge, Thomas.
**Hughes, Maurice.
**Parker, George.

SECOND CLASS.

*Arnold, Edward.
*Broadbent, John Thomas.
**Buckley, John.
**Caine, John James.
**Dooley, Benjamin.
**Emaley, Robert (D.)
*Hallums, George.
**Holme, Arthur Brogden.
*Maddock, Walter
*Montford, James.
**Richmond, George.
**Taylor, Peter.
*Walsh, John.
**Whewell, Thomas.

THIRD CLASS.

**Calvelly, Robert.
**Cincas, William.
*Connor, Edward.
**Cragg, Edward.
**Danily, Thomas.
**France, Edward James
**Goddard, William.
**Mayoh, Moses.
**O'Hara, James.
**Phillips, John.
**Renshaw, Samuel.
*Roberts, William Simon
**Rydings, Benjamin.
**Tallantire, John.
**Teare, Philip.
*Thomas, Edward.

Chichester.

(Church of England.)

Students of the Second Year.

SECOND CLASS.

**Elliott, Joseph.
**Smith, Alfred.
**Smith John (D.)
Studdy, Alfred Freeman (D.)

THIRD CLASS.

Bone, Alfred Hewitt.
**Daniels, Alfred.
**Kent, Henry.
*Kibblewhite, James.
*Marshall, Henry.
**Pettman, Charles.
*Piggott, George.
**Smith, Philip.
**Sutton, William Harman.
Warren, Thomas

Students of the First Year.

SECOND CLASS.

*Le Huquet, Frederic.

Turpin, William George.
**Winchester, Charles Wm.

THIRD CLASS.
**Bright, Alfred.
**Clark, John George.
**Heasman, Walter.
Knight, Albert.
**Larkin, Joseph D.
**Le Manquais, Joseph.
*Outen, James.
**Taylor, James Brunker.
*Wilks, Ebenezer.

Culham.

(Church of England)

Students of the Second Year.

SECOND CLASS.
*Chisnall, Thomas John
Eales, Samuel John.
*Huggins, Richard.
**Ingle, Charles (D.)
Linstead, Henry Charles
*Realff, Alfred.
**Reilly, George Ford
*Short, Richmond.
**Stephens, Henry (D.)

THIRD CLASS.
**Chamberlain, James.
Cotton, James.
*Eggleton, Charles Edward
**Entwistle, Richard.
**Everson, Charles.
*Flowers, William Robert.
**Fuller, Elisha.
Hobbs, Henry Thomas (D)
**Parkinson, Thomas.
**Perrott, William
*Reynolds, Charles.
Tyack, Thomas.
Wall, John.
**Williams, John.

Students of the First Year.

SECOND CLASS.
**Atkinson, Charles William.
*Butler, James.
**Cockram, Thomas.
**Hosking, Thomas.
**Nancarrow, James.
*Nicholls, Edward.
**Powell, William.
*Tamplin, Thomas James.
**Turpin, Newman William.
**Tyler, Charles.
**Wedmore, James.
**Wright, William.
*Wyatt, Charles William.

THIRD CLASS.
*Agar, Willison.
*Ainsworth, John.
*Axtell, George.
**Bailey, Benjamin.
*Blacker, Samuel.
**Brady, George James.
Carrack, John.
**Cooke, Charles.
**Copnall, Stephen.
*Dewhurst, John.
Donson, Phillip.
*Griffiths, Morris.
*Henderson, John Robson.
**Jones, Fred.
**Leaver, Edwin.
**Maslen, William George
Matlock, John Henry.
**Moore, William Thomas.
*Osborne, Arthur.
Pearson, Benjamin
*Phillips, John.
**Randall, Henry.
Scourse, John.
Skudder, Samuel Thomas.
*Swain, George Clement.
*Thewlis, David.
*Thrower, Henry Johnson.
*Timbrell, William Archer.
*Turner, William.
*Walton, Ezer.
Whitaker, William Edward.
Whittaker, Wright.
**Williams, John.
**Wix, Thomas Walter.

SCHEDULE.
*Butterworth, John.
Fassnidge, William.
**Kershaw, Squire.
Lightowlers, Christopher.
*Mann, George C.

Durham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.
Clarke, Blackburn (D.)
**Dickson, William.
*Fenwick, Johnson.
*Forster, Robert (D.)
*Gunson, William Telford (D.)
*Ridley, Joseph Douglas.
**Smith, Robert (D.)
**Williams, Joseph.

SECOND CLASS.
*Ashley, Thomas.
*Coulthard, William.
**Fell, John.
**Ireland, John.
*Law, Thomas.
Mercer, Henry D. (D.)
*Revel, Francis.
**Thompson, John Henry (D.)
**Thompson, Thomas.
**Turnbull, Jared.

THIRD CLASS.
Bradley, Thomas.
*Brady, William Michael.
**Hodgson, Jas. J. Wesley.
Liddle, Edward.
*Turnbull, James.
*Walsh, Samuel Hamer.

Students of the First Year.

FIRST CLASS.
**Preston, David

SECOND CLASS.
Armour, William Edward.
Birley, Henry.
**Bloor, Herbert Thomas.
*Bosomworth, James Wood.
**Brierley, Edward.
**Darney, Thomas.
*Dewse, William
*Graham, John.
**Hall, Thomas.
Musgrave, William.
**Pearce, Richard.
*Renton, Henry.
**Scott, James.
**Trobe, Henry.
**Wallace, James.

THIRD CLASS.
**Delghton, Thomas.
*Dunn, Thomas.
*Mackreth, Wilfred.
**Plews, Peter.
Stott, Simeon.
**Tait, Ralph.
*Wilson, George.

Edinburgh.

(Episcopal Church of Scotland)

Students of the Second Year.

SECOND CLASS.
**Archibald, John.
*McRae, Daniel.
*Pearce, Richard.
Rankin, Donald.

Students of the First Year.

SECOND CLASS.
Anderson, Andrew.
*Creighton, Andrew.
*Havelock, John.
Kermick, William.
*McIntosh, Alexander.
Roberts, Zachariah.
**Stokoe, Robert.

THIRD CLASS
Higgins, John.
**McGillivray, Duncan.
*Mercer, Joseph.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

SECOND CLASS.
**Brown, Robert.
**Calder, Robert.
**Cameron, William.
*Carmichael, John.
*Duncan, William.
Dunlop, William.
*Gladstone, Robert.
*Graham, Walter.
**Grieve, Thomas.
*Henderson, James B.
*Hynd, Robert.
*Mackay, Wm. Swanson (G.)
*McNeill, Nicol.
**Mitchell, James.
**Pringle, Robert.
*Richardson, William.
**Robertson, David J. U.
*Shand, Alexander.
*Sinclair, John.
*Sutherland, Kenneth.
*Walburn, Edmund.

THIRD CLASS.
Beveridge, William.
*Brown, John.
*Louden, David.
*Munro, John.
*Newlands, Kenneth.
Robb, James.

Students of the First Year.

FIRST CLASS.
*Brown, Archibald.
**Collie, Colin.
*Livingstone, Arthur.
**Philip, Thomas.
**Swanston, James.

SECOND CLASS.
**Bertie, William
**Black, Simon D.
**Dick, James.
**Fairbairn, George.

*Ferguson, Daniel.
**Ferguson, William.
**Fyfe, Alexander.
*Gray, John.
*Jolly, Andrew Ross.
Jolly, Joseph.
*Kerr, Robert.
*Miller, James D.
**Neil, Thomas.
Ross, Donald.
*Tait, John.
*Taylor, Robert.
**Thom, Andrew.
**Vallance, David.
*Wood, John.

THIRD CLASS.

Anton, Peter.
**Bain, Alexander.
*Cameron, Donald.
Cameron, Duncan.
Dewar, James Milne.
Dunn, David.
*Fraser, John.
*Low, Charles.
*McConachie, George.
MacKay, Duncan.
Murray, William.
*Nisbet, Robert.
**Shed, James.
**Slime, John.
*Smith, Alexander.
Taylor, David.
*Tweedie, George.

SCHEDULE.

McDougall, William L.
Marquarrie, James.
*Scott, John.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST CLASS.

**Black, James (D.)
*Duthie, George.
Fergus n, Alexander.
**Fergusson, Peter.
**Henderson, George.
*Milne, Alexander.
Munro, Hugh.
**Nicolson, David.
Raitt, William (D.)
**Scott, Richard.

SECOND CLASS.

*Alexander, John.
*Barber, John B.
**Bruce, Robert.
Cameron, John.
Chambers, Thomas
*Clark, Robert.
**Dickson, John.
*Hay, Francis.
King, James.
Langlands, Peter.
Letto, William.
*Macgregor, Evan.
*Maclean, Angus.
Paterson, John.
**Roberts, William Lee.
Robertson, Alexander.
Ross, James Alexander.
*Stewart, Donald.
Stewart, Peter (D.)
Sturrock, George.
Thom, Andrew.
*Wardhaugh, William.
*Welch, Robert Greig.

THIRD CLASS.

**Hardie, George.
Houston, Samuel.
Keay, John.
Little, Adam.
*Martin, William.
Meiklejohn, Donald.
Miller, William.
*Robertson, James Bell.
Sutherland, Martin.
Wilkie, David.

Students of the First Year.

FIRST CLASS.

**Anderson, George.
*Mackenzie, John (G.)

SECOND CLASS.

Allan, Robert.
Ayton, David.
**Bourhill, William.
*Bowers, John.
*Buchanan, David.
**Caird, George.
*Clark, David.
**Ferguson, William.
Fernie, Walter.
*Gemmell, David.
**Gloag, David.
Grubb, George.
**Hislop, John.
*Law, William.
**Leask, Nathaniel.
McDonald, George.
*MacDonald, Ranald Peter.
McIntosh, Donald.
*McKay, John.
*Philip, James.
Ramsay, Alexander, senior.
*Ramsay, Alexander, junior.
**Reid, James.
*Richardson, John.
**Robb, George.
*Simpson, Alexander
Simpson, James.
*Stewart, Alexander.
**Sutherland, George.
Suttie, David.
*Williamson, James.
Wilson, John.
**Young, James.
*Yunnie, William.

THIRD CLASS.

*Anderson, John.
Bain, James.
*Berrie, Morrison.
**Brazier, Jabez.
Cruden, William.
*Donaldson, William.
*Gibson, Andrew.
Keith, Charles.
Kerr, Francis.
Macleod, Alexander.
Peace, George.
*Pennycook, William.
**Rait, Andrew Elder
*Robb, Alexander Campbell.
Robertson, John.
Ross, Gilbert Grange
Russell, George.
* Skinner, Hugh.
Steel, John.
* Taylor Donald.

SCHEDULE.

*Aitken, Thomas.
*Gibson, William.

Exeter.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Dawe, William Purchase.

SECOND CLASS.

*Arthur, James.
*Blight, John.
**Brown, Samuel (D.)
**Burnett, John.
*Dare, William Henry.
David, James.
*Ireland, John James.
*Mulhall, William.
Parsons, William James.
Pinn, Henry (D.)
**Roberts, John Veal (D.)
*Trott, George Henry.
*Yabsley, Joseph Melhuish.

THIRD CLASS.

Ash, John.
Brannain, William Henry.
*Bully, John Richard.
Ellacott, William Thomas.
Hammett, John Stone.
Sanford, Richard.
*Saunders, William George.
*Zeal, Thomas.

Students of the First Year.

SECOND CLASS.

Bannister, John Saunders.
**Brown, Hubert Cornelius.
**Down, William.
**Ebdon, John.
*Ellis, Samuel Richards.
*Kelland, Samuel John B.
*Lake, James England.
**Legg, Andrew Walter.
**Mabey, John George.
**Nicholls, Henry.
**Pender, William.
Pinn, James Gould (D.)
**Wakem, James.

THIRD CLASS.

Bailey, Daniel.
**Facey, Richard Edward.
**Hart, William.
**Hurley, Mark.
**Jenkyn, William Henry.
**Locke, William Roberts.
**Parkin, Albert Davis.
*Southern, William.
**Williams, Charles.

SCHEDULE.

*Greenwood, Frederick.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST CLASS.

**Henderson, James.
*Lewis, Robert.
*McEwan, John Jamieson.
*Morgan, Andrew.
**Muir, Robert S.
**Spiers, James.
**Stevenson, John.
*Wilson, John.
**Young, Andrew.

SECOND CLASS.

*Boyd, Robert.
*Douglas, Thomas.

*Ferguson, Thomas.
*Gillespie, Alexander.
**Howatson, James.
**Hutton, James.
McGenn, Johnstone.
*McLachlan, Hugh.
**McNicol, John.
**Montgomery, Duncan.
**Porteous, James S.
*Stevenson, Thomas.
**Ure, James.

Students of the First Year.

FIRST CLASS.
**Campbell, Gilbert.
**Doak, Duncan Martin.
*Forbes, George.
**McMeiking, John.
**Weir, Thomas.
**Wilson, Robert.

SECOND CLASS.
*Brown, Alexander Peden.
**Calderwood, David.
**Clark, William.
Dalrymple, David.
*Fulton, John.
**Hamilton, James.
**Kelly, James John.
**Kennedy, John.
*Lamont, Malcolm.
*McLeod, John.
**Mair, James.
*Mantle, Robert B.
**Moodie, James.
**Murray, Alexander.
**Preston, John.
Thomson, Alexander.
*Turner, William.
**Wilson, William.
**Young, William.

THIRD CLASS.
Campbell, John.
*Christie, James C.
Cuthbertson, John M.
**Macaulay, James.
**McSporran, Robert.
McWhannell, John.
Smith, Gilbert C.
Smith, James.

SCHEDULE.
Breakenridge, William.
Hart, Benjamin.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST CLASS.
**Boyd, John.
*Cant, William.
**Hamilton, James.
**Jones, John.
White, James (D.)

SECOND CLASS.
*Fleming, Alexander.
*Gillespie, William.
*Gregorson, David.
*McMaster, Alexander.
McPhee, Duncan.
*Malcolm, John.
**Martin, Andrew.
Pincott, Ebenezer.
**Weir, James.
*Watson, Robert.
**Whatty, Edward M.

THIRD CLASS.
Angus, Robert.
**Benge, James.
*Coupland, Henry.
**Cowan, Marshall.
**Cunningham, Robert.
*Dow, John Richardson.
Galbraith, Archibald.
*Galloway, James (Senior).
Galloway, James (Junior).
*Gibson, Oswald.
**Hardy, James.
McGregor, Robert.
*McIndoe, Robert.
*McRae, Farquhar (G).
Smith, Wilson Barnes.
Speer, George (D.)
Steele, John.
Thornley, Wm. Entwistle.

Students of the First Year.

FIRST CLASS.
*Smith, John.

SECOND CLASS.
*Andrews, Walter.
*Biggar, Matthew.
**Bland, Jabez.
*Contts, William.
**Craig, James.
*Pleck, William.
*Kennedy, Alexander.
**Kerr, Thomas.
*McGregor, Alex. (Junior).
**MacLeod, Donald.
Metcalfe, William Musham.
Milne, Alexander.
**Paterson, Robert.
Reid, Matthew.
*Richmond, James.
*Rutherford, James.
Skelly, Robert.
Whitehead, John Edwin.
*Wright, Daniel.

THIRD CLASS.
**Bennett, John J.
**Clunie, William (D.)
Cumming, Donald (G.)
*D'Andrade, Francis.
**Dalziel, John.
Donald, Robert.
*Hanson, George.
Harvey, Robert.
Henderson, Dugald.
Horner, Robert.
*Kerr, Andrew.
*Kitchen, Alfred.
MacLean, Kenneth.
MacRae, Donald.
*Martin, John.
Millar, David.
**Pincott, Joseph.
*Preston, William.
*Robson, Joseph.
*Simpson, Thomas.
*Turner, William Alfred
Woodruff, Frederick.

SCHEDULE.
*Bennett, William.
*McGregor, Alex. (Senior).
**McIvor, Daniel.
*Thomas, Robert Henry.

Hammersmith.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS.
O'Hanlon, James.

SECOND CLASS.
Holden, William J.
McIver, Thomas.
Smith, Edmund W.

THIRD CLASS.
Aitken, Charles.
Cahill, William.
Don-Levy, James.
Doyle, John.
Everard, Lawrence.
McMahon, John G.
O'Rourke, Charles.

Students of the First Year.

SECOND CLASS.
Bannon, Henry.
Connellan, Patrick.
Green, Daniel.
Green, John.
Hayes, Patrick.
McAleer, Daniel.
McGrorty, John.
Mahony, Richard.
O'Hara, John.
Shea, William.
Touson, Thomas.

THIRD CLASS.
Allwell, James.
Callan, Thomas.
Cullen, James.
Culshaw, Robert.
Cunningham, Patrick.
Donovan, Francis.
Ferguson, William.
Fitzpatrick, Hugh.
Gallagher, William.
Hill, James.
McGovern, John.
Noblett, William.
O'Neal, Michael.
Price, Richard.

SCHEDULE.
Bagnall, Joseph.

Highbury.

(Church of England.)

Students of the Second Year.

FIRST CLASS.
**Crofts, Henry (D.)
*Groome, William.
Hartnell, Charles Legg.
**McDowall Andrew (D.)

SECOND CLASS.
*Allen, Edward.
Bateman, Charles James.
Broomfield, Albert.
**Carr, Joseph Haist William.
**Cooper, Charles Hill.
*Cornell, Walter.
Foster, George.
Fox, William.
*Fryer, John.
**Gardiner, Thomas.
**Glass, George.
Gosney, Albert.
**Green, William John.
*Howard, Charles John.
*Lines, James Edward.
*Moon, James Albert.
*Norman, James Henry.
**Plumley, Henry.
**Tidcombe, George (D.)
Wagstaff, William.
**Wildbore, Isaac.

THIRD CLASS.
Bournes, Thomas.
**Gaines, Edward Charles (D.)

[*Kennett, William Turton.
Quinby, John.
*Reakes, John.
Ridewood, William Stephen.
**Rooke, Thomas (D.)
*Southwell, Alfred Simeon.
**Stread, Edward.

Students of the First Year.

FIRST CLASS.

**Taylor, William.
**Turner Thomas.
*Williams, Eldred Cyril.

SECOND CLASS.

**Bassil, Albert.
Beale, William Robert.
*Beck William.
*Buckeridge, Edward.
**Buckner, John William.
*Chappell, George Frederick.
*Douglass, David.
**Goodchild, Walter.
**Grove, Samuel T. W.
*Hodgson John James.
*Johnson, Job.
**Jordan, William Edward.
*Lane, Thomas.
Learner, Alfred H.
*Magrath, John.
Pay, Edward Sampson.
**Pink, William Thomas.
Short, Thomas.
Sladen Alfred.
*Sutton William J.
*Wall, Edward.
*Weeks, Thomas.
*Wildish George Henry.
*Witbey, John.

THIRD CLASS.

*Bales, William.
*Bash, John.
*Crump, Charles John.
*Call, Thomas.
*Dallison, James.
*Day, William.
**Dolman, James.
Duncan, Andrew.
*Emerson, Thomas.
Ewing. Richard.
Hamilton, Geo. Mills Edwd.
Heron, John.
Honeybone, James Richard.
*Lammas, James Henry.
Mathews, Henry Thomas.
*Norton, William.
Pledger, Thomas.
Richards, Thomas John.
Woode, Thomas.

Peterborough.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Shockley, Richard C. (D.)

SECOND CLASS.

**Clarke, George Plush.
**Gilbody, John.
*Hufton, Charles Mark.
**Knights, Thomas.
**Sneath, John,
*Worley, Philip.

THIRD CLASS

*Farrow, Charles Joseph.
**Lockington, Cornelius.
Peck, John.
*Tye, Charles.
*Ward, John.
Worthington, Robert N.

Students of the First Year.

SECOND CLASS.

**Barrett, John Gavert.
**Carpenter, Augustin.
*Glasse, Henry.
**Gorringe, Charles William.
Hillidge, William.
Jones, James Cornelius.
**Lister, George Edmund.
*Sangar, Thomas.
**Stannard, John.

THIRD CLASS.

**Berridge, William.
*Birch, William.
Bull, William.
*Carrington, Thomas.
*Harding, Albert Collins.
*Howitt, George Henstock
Jones, James Henry.
**Marsh, George.
*Nash, James.
*Robinson, John Allen.
Sansom, Adrian.
*Stevenett, Richard.
*Threlfall, John.
*Udall, John.
Viner, William.
*Wheeler, John.

Saltley.

(Worcester Diocesan.)

Students of the Second Year.

SECOND CLASS.

**Atkins, Job.
**Bennett, George.
**Cadwallader, Charles.
**Edwards, Alfred (D.)
**Gibson, Thomas Eli.
Johnson, William (D.)
Klamborowski, Leonard H.
*Locker, Simeon.
Martin, Eli.
**Mellor, Frederick Wm. (D.)
**Pickup, John.
*Roberts, Benjamin.
*Rowley, Charles
**Steane, John Simmons (D.)
**Wale, George Henry.
**Williams, Thomas.
*Wynn, George.

THIRD CLASS.

*Aves, James Joseph.
*Chesal, Henry.
**Cotton, John.
Coward, Henry.
Dickinson. Joseph.
*Geary, Thomas.
**Johnstone, Thomas P. (D.)
**Knight, James.
*Lane, Francis.
*Locking, Thomas.
Lumley, Joseph.
Meaklin, Charles.
Milner, William.
*Minear, George.
**Perry, Richard (D.)
*Pheby, George Trevelyan.
Ridgway, William.
Rogers, Thomas.
**Sheldon, John.
**Tonks, Henry (D.)
*Wall, Richard.
*Wood, John Thomas.

Students of the First Year.

FIRST CLASS.

**Dowell, Frederick.

SECOND CLASS.

*Beach, William Partridge.
**Bulpitt, William Thomas.
**Collins, Thomas.
*Durose, Frederick.
**Farmer, Thomas.
**Hatton, S. Horatio.
**Knight, Richard.
**Lloyd, William.
*Matthews, William Henry.
*Porter, John T.
**Roberts, David.
Spenser, Frank Henry.
*Tandy, Charles.

THIRD CLASS.

*Barker, Edward.
**Bennett, William.
*Billing Thomas.
**Bury, Thomas.
Chisam, William.
*Cooper, John.
**Darley, William John.
**Ganly, Robert.
*Holloway, Edward.
**Hough, William.
*Ind, William.
**Jordan, Albert.
**Kimpton, John George.
**Landon, Henry T.
*Lloyd, Isaac.
**Maidwell, Robert Charles
Murray, Michael.
*Perkins, John C.
**Phillips, William.
**Pye, Thomas.
*Reynolds, Ebenezer I.
*Roe, William.
*Sanders, Thomas.
Taylor, Samuel.
**Thomas, William Henry.
**Thompson, John Henry.

SCHEDULE.

*Belcher, Thomas.
Janes, Alfred.
*Woods, George.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST CLASS.

**Baldwin, Joseph.
**Brown, Thomas.
**Hunt, Thomas Henry.
**Johnstone, Herbert Allison (D.)
**Walsham, Thomas.
Ward, Joshua Shaw.
**Whitfield, Thomas Rowell (D.)
**Wild, Thomas (D.)
**Wilson, Abraham (D.)

SECOND CLASS.

**Bayliss, Michael.
*Birkett, Joseph
**Buckley, Thos. John Wesley.
*Butler, William.
**Clark, William.
*Conibear, William George.
Darby, Eli.
*Dodd, Daniel.
*Hall, James.
*Hilton, William.

**Jackson, William.
**Pentreath, Richard (D.)
**Phillips, William.
*Richardson, Isaiah.
*Sackett, Jabez.
*Taylor, Samuel.

THIRD CLASS.

Davies, John.
*Lewis, Samson.
*Leworthy, George.
Maraden, James.
*Wiles, George.

Students of the First Year.

FIRST CLASS.

**Hall, James Joseph.
*Killingbeck, James H.
*Parker, John.

SECOND CLASS.

**Abbott, Otho.
Allen, Thomas.
**Baker, George.
England, Thomas
*Epsly, Henry John.
*File, Charles C.
**Graham, John.
*Harrison, Edward.
**Hosking, Alfred.
Jenkinson, George James.
*Lee, George.
*Lee, Wesley.
*Mackrell, Isaac.
**Maunder, Samuel G.
*Ratcliffe, Joseph R.
*Rivers, Henry S.
**Stather, George P.
Stillings, James.
**Sugden, James.
Tilzey, Frederick.
**Tranter, Levi (D.)
*Trim, William.
*Welch, George William.
*Whitehead, Thomas.
*Wright, James.

THIRD CLASS.

Bennett, Samuel.
Brearley, David Sheard.
**Danby, George.
*Deacon, William.
*Holmes, John.
*Hughes, David.
**Seanes, John.
**Tanner, Francis A.

Winchester.

(Diocesan.)

Students of the Second Year.

SECOND CLASS.

*Merrett, Samuel Jones
*Redman, Charles.

THIRD CLASS.

*London, Alfred.
*Skinner, William.
**Taylor, George Augustus.

Students of the First Year.

SECOND CLASS.

**Alexander, William.
*Atkins, Thomas.
**Cooper, Charles.
*Drewett, William.
**Hague, William.
**Hodge, Henry.
*Hunt, Charles.
*Lowman, Albert.
**Tucker, John.

THIRD CLASS.

Banthg, George Henry.
*Corcoran, David.
Dee, Henry.
*Mettam, John.
Seorey, George.
Smith, William Benjamin.

York and Ripon.

(Diocesan.)

Students of the Second Year

FIRST CLASS.

**Dean, John Frederick.
**Dixon, Edwin Walton.

SECOND CLASS.

*Booth, William.
Brook, James.
*Carbert, Thomas.
*Deyes, Edward.
*Eastwood, William.
*Haigh, John William.
**Hargreaves, Charles.
Jones, William Dean.
*Knowles, Richard.
*Quarmby, William Varley.
**Ramsden, Thomas.
*Rider, Charles.
Senior, Walter.
**Stabler, George (D.)
*Sunter, Metcalfe.
*Wolstenholme, George.

THIRD CLASS.

Battersby, Frederic.
**Bollingbroke, Marshall.
Dickson, Edward.
Ellison, John W.
Farrah, Michael.
*Hurst, Henry.
Marshall, Benjamin.
*Tomlinson, Tom.
**Watson, George
**Woodall, Henry

Students of the First Year.

FIRST CLASS.

**Smith, William.
**Turner, Francis Albert.
Waldron, Thomas.

SECOND CLASS.

Appleby, George Henry.
**Bratt, David.
*Briggs, James Whitaker.
Dawson, Robert.
*Dodson, George Edward.
*Dyson, Thomas.
*Ford, Alfred.
**Fox, George
Greenlaw, John.
*Holdsworth, Edmund.
*Hood, William.
**Neesom, John.
**Nield, Thomas.
**Plews, James.
Potter, William.
**Richards, George.
Ross, James Edwin.
**Sanderson, Joseph.
*Shires, James Edward.
**Todd, Thomas.
Train, Joseph.
*Walton, Alfred.
*Williams, Robert.

THIRD CLASS.

Ainley, Alfred.
**Broughton, Mark.
Brownfoot, John.
Charnock, Quilla.
Crossland, Edwin.
*Fryer, Edmund.
Hardwick, William John.
Ibbotson, John.
**Mason, George.
Nelson, John P.
*Phillip, John.
Smaith, Thomas,
*Taylor, James.
White. Jonathan.
Wilkinson, Henry.

II.—FEMALE TRAINING SCHOOLS.

Bishops Stortford.

(Rochester Diocesan.)

Students of the Second Year.

FIRST CLASS.

Burton, Catherine.
Cooper, Emma.
Fullagar, Emily.
Sell, Emma
Shepherd, Annie Burleigh.

SECOND CLASS.

Fox, Bithiah.
Gamble, Elizabeth.
Heath, Maria.
Hurst, Mary Anne.
Kimpton Eliza.
Murton, Julia.
Nash, Louisa.
Page, Mary.
Robinson, Eliza.
Russell, Eliza Harriett.
Sandham, Mary Ann Eliz.
Shinn, Mary Ann.

THIRD CLASS.

Clark, Sarah.

Students of the First Year.

FIRST CLASS.

Bateman, Anne.
Burrows, Elizabeth Sarah.
Butcher, Elizabeth.
Male, Harriet.
Millburn, Sarah.
Miller, Cecilia.
Thompson, Jane.

SECOND CLASS.

Chadwick, Sarah
Coombes, Betsey Louisa.
Darkin, Eliza Ann.
Ellis, Charlotte Fran ·es.
Garton, Eleanor.
Haigh, Eliza Edwards.
Holley, Mary Elizabeth.
Hopwood, Elizabeth.
Jones, Charlotte.

Jones, Sarah.
Keating, Charlotte Louisa.
Ladbury, Sarah Elizabeth.
Mons, Caroline.
Palmer, Elizabeth.
Parker, Mary.
Potts, Elizabeth.
Pullinger, Eliza Ann.
Purvis, Ellen Key.
Randall, Phœbe Ann.
Roberts, Emma Elizabeth,
Sparrow, Jane.
Taplin, Elizabeth Ann.
Waring, Elizabeth Hester.

THIRD CLASS.

Gibson, Sophia.
Gillies, Elizabeth.
Goacher, Mary Jane.
Mannock, Eliz. Mary E.

Borough Road.

(British and Foreign School Society).

Students of the First Year.

FIRST CLASS.

*Bessell, Frances Hester.
Brewer, Rachel.
Brindley, Anne (D.)
*Carter, Eliza.
*Cowtan, Hannah.
*Gillingham, Louisa Amelia.
Hurst, Emily.
**Jarratt, Francis.
*Jones, Ellen.
*Laverack, Mary.
Noble, Cecilia.
*Parker, Hannah M.
Roberts, Elizabeth.
Robinson, Jane.
*Small, Isabella.
*Stoker, Jane.
**Ward, Julia Ames.
Wise, Mary.

SECOND CLASS.

**Aldam, Annie.
Ardley, Martha.
Aylward, Elizabeth.
*Baker, Maria Rose.
Beckwith, Eliza.
*Birch, Sarah.
*Brown, Fanny.
Buckley, Rachel.
Capes, Elizabeth.
*Chalk, Ellen.
Coome, Elizabeth.
*Davies, Mary L.
Edwards, Joanna J.
Hall, Isabella.
*Hearn, Harriette.
**Hill, Sarah Jane.
Kendall, Sarah.
Masson, Sarah.
*Maukion, Hannah Towne.
*Moss, Emily.
*Munkman, Margaret Jane.
Taylor, Ellen.
Wood, Emma.

THIRD CLASS.

Burton, Emily.
Clark, Caroline C.
Cox, Caroline.
*Foreman, Mary Ann.
Fulk, Jane.
Harris, Sarah Sophia.
*Hildreth, Sarah H.
*Kemball, Ann.
Moss, Melicent.
Payne, Emma.
Porter, Martha A.

SCHEDULE.

Mitchell, Elizabeth.
Morris, Annie.
Wallbridge, Elizabeth M.

Brighton.

(Chichester Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Hockin, Rosa.

SECOND CLASS.

*Kenderdine, Mary Ann.
*Lepard, Sarah Jane.
Lish, Maria.
*Ramsay, Ellen Sarah.
Smith, Ann Rachel.

THIRD CLASS.

Braid, Susan Jane.
Dalton, Annie.
Eccreet, Jane.
Fowler, Harriet.
Johnson, Emma.
Meiter, Charlotte Eliza
Moss, Annie Jane.
Newport, Fanny.
Waters, Jane.
Wiltshire, Lucy.

Students of the First Year.

FIRST CLASS.

**Bennett, Ann.
Coope, Mary.

SECOND CLASS.

Andrew, Jane.
Burke, Celia.
Cattrall, Eliza Susanna.
Clifton, Fanny Jane.
Grieve, Jessie Collins.
Horne, Rebecca.
Knight, Eliza.
**Putnam, Mary.
White, Sarah.

THIRD CLASS.

Alley, Margaret.
Butterfield, Mary Ann.
Davies, Ellen.
Dobbin, Eliza.
Gumbrill, Sarah.
Hambleton, Susannah.
Harber, Elizabeth.
Harris, Matilda Frances.
Holland, Mary.
Kidd, Elizabeth Kezia.
Laws, Mary.
Long, Mary Agnes.
Marsh, Eliza Jane.
Porter, Hannah.
Schartau, Sibella Jane T.
Vaughan, Elizabeth.

Bristol, Gloucester. and Oxford.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Caldwell, Mary Anne.
Calladine, Mary Ann.
Cobley, Matilda.
Honey, Eliza.
Jones, Sophia.
Litton, Sarah Jane,
Price, Elizabeth.
Read, Mary Elizabeth.
Thomas, Emily.

SECOND CLASS.

Barber, Charlotte.
Bassett, Jane Elizabeth.
Blackmore, Emma Hurley.
Chard, Sarah Ann.
Cole, Ann Shepherd.
Dixon, Elizabeth.
Edwards, Catherine.
Edwards, Sarah.
Haskins, Anna Maria.
Packer, Augusta.
*Sheppard, Elizabeth.
Spyer, Emma.
Trix, Lucy.
Wallis, Frances Soane.

THIRD CLASS.

*Hughes, Jane.
Ireland, Eliza Anne.
Kemplen, Mary.
Lang, Emma.
Pool, Mary.
Rowlands, Anne.
Salter, Ann Olivia.
Seward, Eliza.
*Short, Emma Sarah.
Simpson, Mary.
Webb, Elizabeth.
White, Sarah Edge.

Students of the First Year.

FIRST CLASS.

Barnes, Sarah Elizabeth.
*Beisley, Eliza.
**Brown, Harriett.
*Cambridge, Esther.
*Coram, Mary.
Corner, Emma.
*Frame, Harriett.
*Hendy, Elizabeth Jane.
Hitch, Emily Caroline.
*Ingram, Emma.
Knowles, Frances.
*Lambert, Martha Anne.
Padfield, Lucy Maria.
Palmer, Ellen Mary Ann.
Pickering, Sarah Ann.
Starr, Mary Maria Milton.
*Wall, Elizabeth Jane.
Willock, Margaret.

SECOND CLASS.

Ball, Ann Wilmet.
Bladon, Mary Ann.
Bowen, Catherine.
*Brookman, Jane Eliz. M.
Davies, Jane.
Harrison, Eliza Ann Spence.
Hathway, Elizabeth C.
Hunt, Susanna.
*Jackson, Frances Hannah.
Mann, Eleanor.
*Okell, Emma.
*Price, Margaret.
Rhynheart, Mary.
Riddle, Amelia Harriett.
Roberts, Ellen.
Searle, Anna.
Sprowles, Emily.
*Stanley, Caroline.
Thomas, Sarah.
Tovey, Evelyn.
Ward, Mary Harriett.
*Williamson, Grace.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

*Chaddock, Harriett.
Church, Lucy.
*Cooper, Eliza.
Hellier, Mary Louisa.
Mackintosh, Marion.
*Rogers, Louisa.
Rummens, Sarah Ann.
Satchell, Susan.
Smith, Louisa Kate.

SECOND CLASS.

Bosley, Emma.
Cole, Lydia.
Cook, Rachel.
Davies, Emily.
Hawgood, Eleanor.
Isaac Emma.
*Kenyon. Jane.
Marks. Elizabeth Anne.
Sheppard. Emma.
Spencer, Emma.

THIRD CLASS.

Adcock, Elizabeth.
**Browne, Louisa.
Cave, Ellen.
Davis, Emma.
Dyer, Lucy.
Evershed, Ellen.
Hayes, Mary.
Owens, Amelia.
Page. Sarah Ann.
South, Mary Elizabeth.
White, Mary Anne.
Williams, Emma Maria.

Students of the First Year.

FIRST CLASS.

*Barrowby, Eliza Jane.
*Bennett. Elizabeth
*Boyce, Lucy.
*Collinson, Ann.
Duck, Charlotte Maria M.
Hull, Mary.
**James, Jane.
Pruett, Hannah.
Roberts, Jane.
Smith, Charlotte.
*Wainwright, Caroline Ann.
*Willis, Mary.

SECOND CLASS.

Braithwaite, Mary Anne.
**Chappell, Mary.
Liddington, Julia Maria.
Nettleton, Annie.
*Proverbs, Hannah Maria.
Riley, Matilda.
Smith, Mary Ann.
Spratt, Ellen.
Washington, Mary Elizab.
Woodward, Sarah.

THIRD CLASS.

Bellamy, Mary Grace.
Farmer, Ellen.
Flander, Mary Ann.
Hooper, Emma Louisa.

Derby.

(Lichfield Diocesan.)

Students of the Second Year.

FIRST CLASS.

Parrick, Mary Ann.
*Wood, Martha Mary.

SECOND CLASS.

**Armson, Elizabeth.
Bolton, Elizabeth Maria.
Bunting. Harriet.
*Gelsthorpe, Hannah.
**Grayson, Elizabeth.
*Hitchins, Maria.
**Lane, Sarah Anne.
Marsh, Elizabeth.
*McClellan, Hannah.
Shawe, Emma.
Wilson, Emma.

THIRD CLASS.

Broomhead, Mary.
Clarke, Mary Anne.
**Edeson, Mary.
*Simpson, Emma.
Whitehurst, Elizabeth.

Students of the First Year.

FIRST CLASS.

*Caldeleugh, Phillis.
**Crofts, Marianne.
**Crozall, Catherine.
Paigeter, Sarah Anne.
Vickers, Elizabeth.

SECOND CLASS.

**Davies, Georgiana.
*Ellison, Ann Elizabeth.
Harrison, Mary.
Hyde, Emily.
Mills, Sarah.
**Murfin, Sarah Elizabeth.
Myatt, Harriett.
Pimm, Sarah.
Platts, Jane.
Poole, Anne.
*Potts, Jane.
Roberts, Mary Ann.
Wilcockson, Ellen.

THIRD CLASS.

*Brindley, Harriett.
Fox, Sarah.
Lloyd, Catherine.
Woolley, Sarah.

SCHEDULE.

Bright, Martha.

Durham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Bleakley, Katharina B.
**Bloor, Sarah A.
Christie, Helen W.
Crabtree, Jane.
**Craig, Margaret.
Hamer, Louisa M.
*Harris, Jane.
*Haugh, Jane.
**Lucas, Louisa C.M.
*Walker, Elizabeth.
Watson, Anne.

SECOND CLASS.

*Davies, Mary Anne.
*Howden, Mary.
Lowes, Mary Ann
Lumley, Jane.
**Martin, Lettice.
*Muir, Marion.
Seller, Sarah Ann.
Watson, Hannah.
*Woodward, Catherine G.
*Zachariah, Eliza.

THIRD CLASS.

Atherton, Elizabeth.
*Fairlamb, Elizabeth.
Foxley, Maria.
*Lyons, Margery.
Marsh, Louisa S.
*Townsend, Mary Ann.
Wilcock, Sarah A.
*Worthington, Louisa Mary.

Students of the First Year.

FIRST CLASS.

McLaren, Mary A.
Reed, Catherine M.

SECOND CLASS.

Byers, Jane.
Cant, Mary L.
**Cardno Elizabeth.
Lucas, Harriett L.
*Tinkler, Mary J.
*Wentworth, Elizabeth.

THIRD CLASS.

Adams, Mary.
Brown, Mary.
Embleton, Susannah.
Hudson, Catherine.
Macdonald, Margaret H.
*Stirling, Elizabeth.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST CLASS.

Barron, Margaret.
**Brownlee, Elizabeth.
*Buchanan, Mary.
**Currie, Joanna.
*Dow, Catherine.
Gill, Anne.
**McClure, Jane.
*Notman, Margaret G.
*Wilson, Agnes.

SECOND CLASS.

Addison, Anne.
Ferguson, Elizabeth.
Gordon, Betsey.
*Mackie, Eliza.
Mackie, Margaret,
McNaughton, Catherine.
*Maitland, Christina.
*Milne, Jane.
Newlands, Margaret P.
Pollock, Isabella.
Reid, Margaret.

THIRD CLASS.

*Aitchison, Elizabeth.
*Barron, Catherine.
*Heppard, Catharine.
Kay. Margaret.
Lamont, Annabella.
Stewart, Grace.
Wilson, Ellen.

Students of the First Year.

FIRST CLASS.

Edwards, Helen.
*Ewen, Maria.
Gow, Isabella.

*Grant, Elizabeth.
Thomson, Mary Anne.
Young, Eliza.

SECOND CLASS.
Clark, Agnes.
Dolg, Elizabeth.
Galloway, Alison.
Haggart, Margaret.
Hird, Eliza.
*Hope, Margaret.
Keddie, Jessie.
Lawrie, Margaret.
Mac Lean, Margaret Ann.
**Mitchell, Rachel M.
Munro, Christina.
Pearson, Mary Ann.
*Pendrigh Margaret.
Thomson, Margaret.
Weir, Margaret.
Wilson, Isabella.

THIRD CLASS.
Andrew, Isabella.
Bertram, Wilhelmina.
Black, Helen.
*Cargill, Augusta.
**Dean, Christina.
Dickson, Mary.
*Duthie, Jane Anne.
Heddle, Janet.
Hendry, Margaret.
Jarvis, Elizabeth Ellen.
Mackay, Dinah.
McLeish, Euphemia.
Meldrum, Elizabeth.
Nairn, Elizabeth.
Scott, Anne.
Scott, Marion.
Stewart, Mary Anne P.

SCHEDULE.
Corson, Jane.
Edward, Christina.
Robertson, Margaret.
Shepherd, Elizabeth.

Edinburgh.
(Free Church.)
Students of the Second Year.

FIRST CLASS.
*Alexander, Catherine
*Hume, Jane.
*Macvey, Agnes.
*Matthew, Mary.
*Siddie, Jessie.
**Simpson, Mary

SECOND CLASS.
Beattie, Mary.
Brown, Ann.
Brown, Jane E.
*Durno, Elspet.
Kemp, Janet.
Lamont, Catherine.
Lowe, Margaret.
*Maclaren, Marion.
Mitchell, Marion.
Ross, Margaret.

THIRD CLASS.
Barbour, Marjory.
*Gumley, Mary.
*Gemmell, Margaret Whyte.
Hall, Margaret.
*Lendrum, Jane.
*Martin, Isabella.
*Stewart, Eliza.
*Watson, Euphemia.
*Welsh, Janet C.
*Wood, Mary Ann.

Students of the First Year.

FIRST CLASS.
**Forbes, Helen.
Gow, Verona.
McLagan, Anne.
Murray, Isabella.
**Ord, Jane Ann.
**Trail, Anne.

SECOND CLASS.
Ballingall, Janet.
*Cameron, Anne H.
*Fenton, Helen.
Ferguson, Flora.
*Gold, Hannah.
Guthrie, Jessie.
Henry, Elizabeth.
Law, Janet.
*Mackintosh, Mary.
*McRannel, Violet.
McRobbie, Mary.
**Mason, Jessie.
**Paterson, Agnes Crawford.
**Rae, Jane Christina.
Robertson, Betsy.
Smith, Mary.

THIRD CLASS.
*Baird, Isabella.
*Baird, Margaret.
*Berry, Anne.
*Black, Janet.
*George, Helen.
Gordon, Margaret C.
Montgomery, Margaret L.
Palmer, Isabella S.
*Reid, Jessie.
Saunderson, Susan J.
Simpson, Mary.
Smith, Alice.
*Smith, Margaret.
Sutherland, Margaret Ann.
Watson, Christina (G.)

SCHEDULE.
Ogilvie, Jane.
Taylor, Jane.

Glasgow.
(Church of Scotland.)
Students of the Second Year.

FIRST CLASS.
Dick, Margaret.
Howatt, Hannah.
*Irvine, Isabella.

SECOND CLASS.
Boyd, Eliza.
*Dick, Annie G.
**Hunter, Eliza.
Kelly, Margaret.
McQuaker, Mary G.
**Masterton, Marion Walker.

THIRD CLASS.
Biggam, Isabella.
Craig, Mary.
Edwards, Margaret.
Hicks, Eliza.
*Leckie, Agnes.
*Maclellan, Elizabeth.
*Robertson, Lilly.
Steven, Anne.
Stewart, Catherine Lyon.
Wellwood, Mary.

Students of the First Year.

FIRST CLASS.
Broadfoot, Margaret.
Carbarns, Agnes.
Duncan, Anna Maria.
*Dunlop, Martha.
Forbes, Christina.
*Gorman, Isabella S.
Grant, Eliza.
McKillop, Agnes.

SECOND CLASS.
Brown, Maria F.
*Ferguson, Elizabeth W.
Gemmill, Margaret D.
*Kinloch, Christina.
Liddell, Margaret.
Lithgow, Margaret.
McCall, Isabella.
McDonald, Margaret (G.)
McKellar, Isabella.
*McNaughton, Augusta M.
**Macpherson, Christianne.
Mantle, Margaret.
Millar, Janet.
Miller, Jane.
Richardson, Jane.
**Simpson, Jane.
Starke, Clementina H.
Stewart, Catherine.
*Weir, Isabella.

THIRD CLASS.
Bain, Isabella.
Beattie, Frances.
Ferguson, Sarah B.
Gemmell, Elizabeth.
Rae, Rachel.

SCHEDULE.
Allison, Catherine.
Bowie, Dolina.
Brown, Agnes.
McColl, Elizabeth.

Glasgow.
(Free Church.)
Students of the Second Year.

FIRST CLASS
*Aitchison, Mary.
*Brown, Ann Farquhar.
*Dow, Isabella.
*Kennedy, Mary.
Milligan, Jane.
*Steven, Agnes.

SECOND CLASS.
Duncan, Elizabeth A.
Hamilton, Jane.
Jones, Jane.
McArthur, Margaret.
*Moffat, Euphemia.
Niven, Margaret.
*Smith, Elizabeth.
Thomson, Mary.
Wilson, Agnes.
Wilson, Annabella.

THIRD CLASS.
Brown, Jemima.
Campbell, Annette.
Douglas, Margaret.
Harper, Catherine.
*Rennie, Christina.
Robertson, Christina P.

Students of the First Year.

FIRST CLASS.
*Dawson, Eliza.
Macfarlane, Janet.
*Miller, Amelia.

SECOND CLASS.
*Broughall, Rosa.
Brown, Jessie.

Connell, Eliza.
*Drummond, Jane.
Harper, Barbara.
Hercus, Jane.
Hill, Harriett.
Kerr, Jessie Anne.
Macgregor Catherine.
McGregor, Margaret.
*McKellar, Elizabeth.
**Matthews, Mary Ann.
Steven, Helen.
Wallace, Augusta.
White, Agnes.

THIRD CLASS.

Alexander, Jane B.
Alvey, Mary.
Cameron, Flora.
Clark, Jane.
Corston, Marion.
Donaldson, Catherine.
Ewing, Margaret.
Ferguson, Catherine.
Hector, Margaret.
*Henderson, Anne M.
Hercus, Mary C.
Macomish, Agnes.
Main, Agnes.
Metcalf, Sarah Ann.
Stewart, Sarah.
*Strachan, Margaret.

SCHEDULE.

Baker, Eliza.
Shaw, Mary Rennie.
Wallace, Maggie.

Home and Colonial.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

Austin, Eliza.
*Blundell, Jane.
*Davis, Emma Anne.
**Gerrard, Sarah Eliz. (D.)
**Healy, Selina.
*Lee, Lydia Christiana.
**Lord, Sarah (D.)
Metcalf, Lucy.
*Odams, Frances Sophia.
**Parker, Rozina.
*Smith, Mary.
*Webb, Emma.

SECOND CLASS

*Almond, Mary Emma.
*Bailey, Louisa Jane.
*Balmain, Isabel T.
*Bessant, Jane Sarah.
*Cleverley, Sarah Ann.
*Cox, Mary Ann.
Ellis, Matilda Ann.
George, Rachel.
Gibbs, Sarah.
*Godfrey, Eliza Ann.
*Good, Harriett Josephine.
Graham, Ellen.
*Griffin, Ellen Phillis.
Haynes, Henrietta Honor.
*Keats, Sarah.
Knight, Emma.
Ryder, Matilda.
Salta, Mary Alice.
Sanderson, Mary.
Topham, Fanny.
Turner, Elizabeth.
Turner, Sarah Anna.
Vincent, Sarah Jane.
*Watson, Agnes.
*Wells, Anne Elizabeth

THIRD CLASS.

Amery, Hannah.
*Jones Mary Ellen.
Oram, Elizabeth Palmer.
Pyle, Annie.
Roberts, Emily Louisa.
Shippey, Harriet Frances.
Storer, Elizabeth.
Terry, Mary Ann.

Students of the First Year.

FIRST CLASS.

Alley, Grace.
Andrews, Anne Stay.
Armstrong, Elizabeth S.
**Baker, Hannah.
Barber, Elizabeth Mary.
*Blythes, Sarah.
Brabham, Emma.
Cochlin, Hannah.
**Cook, Maria Ellen.
Cornish, Sarah.
*Cragg, Mary Ann.
Croydon, Clara.
*Douglas, Hester.
*Eagleton, Elizabeth.
*Fisher, Adelaide Louisa.
*Frost, Mary Ann.
Halliwell, Elizabeth.
*Hassell, Maria.
Hassell, Sophia.
Haydn, Kate.
Holder, Juliana.
Howard, Mary
*Howell, Emma.
Hume, Maria.
Jenkins, Elizabeth.
**Joyce, Catherine.
*Mackinson, Alice.
McQuistan, Ellen.
Mitchell, Elizabeth.
Page, Sarah Jane.
Pendlebury, Elizabeth
**Rainer, Theophila Turner.
Reilly, Margaret.
Siburn, Elizabeth Ann.
*Simmons, Phœbe.
Sinden, Ellen Jane.
Smith, Rebecca.

SECOND CLASS.

Allez, Esther Anne.
*Beck, Eliza.
Blackmore, Maria Elizabeth.
Brine, Caroline.
Cook, Frances Margaretta.
Croft, Esther Margaret.
Downton, Elizabeth.
Duck, Elizabeth.
Gardiner, Frances Eliza.
Girling, Elizabeth Anne.
Hamblin, Dorothea.
Hook, Sarah Anne.
*Lilley, Rachel.
Lowe, Ellen.
Macartney, Augusta C.
Moses, Mary Jane.
Pomeroy, Eliza.
*Wilkins, Jane.
Wood Charlotte Elizabeth.
Wright, Fanny.

THIRD CLASS.

*Holman Mary Ann.
Ward, Mary Ann.

St. Leonards on Sea.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS.

**Atkinson, Elizabeth.
**Cowlam, Eliza (D.)
**Hudson, Jane.
**Jones, Eleanor.
Mullen, Priscilla (D.)
**Murphy, Johanna.
**Robson, Harriet (D.)

SECOND CLASS.

**Cogan, Margaret.
**Cuddy, Catherine.
**Gray, Margaret.
**McCarten, Mary.

THIRD CLASS.

**Carroll, Mary Ann.
Kerr, Flora Macdonald.
**Madden, Honoria.
**Robinson, Lucy.
Turner, Helen.

Students of the First Year.

FIRST CLASS.

**Drury, Elizabeth.
**Duffy, Ellen.
**Hall, Agnes.
*McCarten, Theresa.

SECOND CLASS.

**Byrne, Elizabeth.
**Glynn, Honora Mary.
*Green, Bridget.
**Loveridge, Mary Anna.
*McVicar, Elizabeth.
**Shearman, Mary Jane.
**Smith, Agnes Helen.
Smith, Julia Anne.

THIRD CLASS.

Arthur, Annie.
*Fitton, Honoria.
*Long, Catherine.

SCHEDULE.

**Lansdown, Jane.

Liverpool.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS

*Bradshaw, Emma.
Burns, Mary.
*Casey, Mary Catherine.
*Corbishley, Elizabeth.
Grainger, Anne.
*Grehan, Ellen.
*Ireland, Catherine.
*McCarrick, Catherine.
McCaul, Annabella.
**Parker, Helen.

SECOND CLASS.

Atkinson, Ann.
*Glennon, Jane.
McGonigal, Susan Carterry.
O'Brien, Katherine.
Palmer, Rosetta.

THIRD CLASS.

Dunne, Catherine.
Foley, Cecilia.
Silvester, Jeannette.
Smith, Mary Agnes.

Students of the First Year.

FIRST CLASS.

**Barker, Fanny.
*Brown, Mary.
*Chisnall, Elizabeth.
*Doran, Margaret.
Gaunt, Elizabeth.
Horne, Anne.

*Jameson, Jane
**Kelly, Betsy.
*Morton, Anne.
*Murphy, Elizabeth.
**O'Connor, Helen.
Wallis, Annie.

SECOND CLASS.

Armstrong, Jane.
Coller, Emma.
*Daly, Elizabeth.
Dowling, Margaret.
*Duffy, Betsy.
Fisher, Margaret.
*Hoey, Isabella.
*Judge, Mary Ann.
*McArdle, Mary Ann.
McNally, Mary.
*Newby, Margaret.
*Roberts, Annie.
Roche, Jane.
Rooney, Teresa.
*Rutherford, Maria.
Smyth, Ellen.
Tierney, Elizabeth.
*Whittle, Elizabeth.
Wood, Fanny.

THIRD CLASS.

*Bamford, Sarah Ann.
Cockshot, Olivia.
Critchley, Mary Ann.
Cradis, Elizabeth.
Curran, Mary.
Donnelly, Alice,
*McCurdy, Catherine.
*O'Reilly, Eliza.
Rickarby, Eliza.
Taffe, Anne.
Wilson, Isabella.

Norwich.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Alger, Mary Jemima.
*Alger, Rose.
Barker, Elizabeth Fruer.
*Beamish, Charlotte.
*Cooper, Mary Ann.
Rowe, Sarah Jane.

SECOND CLASS.

Bonn, Mary A.
Coleman, Cornelia.
Cox, Anne.
Main, Annie.
Parker, Elizabeth.
Pratt, Mary Elizabeth.
Scarr, Elizabeth.
White, Martha Ellender.
Williams, Ann Rowland.

THIRD CLASS.

Darby, Emma.
Kirkup, Eleanor.
Snoxell, Sarah.

Students of the First Year.

FIRST CLASS.

Kemp, Hannah.
Lever, Isabella.
*Marshall, Emmaline.
Nicholson, Rebecca.

SECOND CLASS.

Allen, Jane.
Balls, Louisa.
Barwick, Harriett.
Broadbent, Hannah.
Charnock, Maria.
Eggleton, Sarah Hannah.
Jewell, Anna Agnes.
*Johnson, Naomi.
Mason, Fanny.
Matthews, Annie.
Morgan, Elizabeth.
Pett, Ann Harvey.
Readwin, Laura.
Rickard, Mary Ann.
Simpson, Edith.
Stevenson, Matilda.
Todd, Elizabeth Sophia.
Wilson, Armin Matilda.

THIRD CLASS.

Barker, Mary Ann.

Salisbury.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

Cadby, Elizabeth
**New, Mary Davis (D.)
Oborn, Sarah.
**Saville, Anne.
*Smith, Martha.

SECOND CLASS.

*Bell, Emma M.
Dunnings, Sarah.
*Hallett, Mary Anne.
Hole, Sarah.
*Hopgood, Anne.
*Jacob, Elizabeth S.
Jefferis, Catherine
Pettifar, Elizabeth.
*Pyke, Emma.
Rice, Rosina.
*Salway, Jane.
**Venner, Maria.

THIRD CLASS.

Cooper, Harriett.
Daw, Mary.
Dee, Ellen.
*De Gruchy, Emma.
Jenkins, Caroline E.
Lemon, Ellen.
Loveluck, Mary.
*Speaight, Annie.
Wilkins, Elizabeth.

Students of the First Year.

FIRST CLASS.

*Adams, Betsy.
*Cane, Jessie.
Churchward, Susan.
Cole, Elizabeth.
*Downton, Sarah.
Grant, Elizabeth.
*Hodge, Mary E.
Holmes, Mary A. E.
*Hurdle, Annie.
Lampet, Lucy.
**Moody, Arabella.
Walling, Annie H.
*Witcombe, Sarah.
Young, Letitia.

SECOND CLASS.

*Alkman, Margaret.
Ball, Emma.
Binham, Marianne.
Burbidge, Matilda.
Buttrell, Virginia.
Diment, Annie.
Fulbrook, Ellen.
*Hiscox, Mary Jane.
Horne, Harriett.
*Price, Rhoda.
Raymond, Mary Anne.
Talbot, Sarah.
Watts, Jane E.
Wheaton, Mary S.
Willsdon, Emma.

THIRD CLASS

Ash, Sarah.
Crump, Jane.
Green, Emma.
Jones, Mary Anne.
Knowles, Katherine.
Kyberd, Sabina.
Smith, Rebecca.

Truro.

Students of the Second Year.

SECOND CLASS.

*Michell, Amelia.
*Thomas, Elizabeth.

THIRD CLASS.

*Clarke, Ellen.
Ingram, Jane.
Jones, Mary Jane.
Killingby, Louisa.
Nicholls, Louisa.
Richards, Mary.

Students of the First Year.

FIRST CLASS.

Munckton, Eliza.

SECOND CLASS.

Ayers, Amelia E.
Ellis, Abigail.
James, Mary Ann
Shute, Harriet.

THIRD CLASS.

Chard, Grace Dobson
Eastcott, Eliza.
May, Emma B.
Nosworthy, Hannah E.
Punsfer, Mary J.
Trist, Mary Ann.
Westington, Georgina.

Warrington.

(Chester Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Armitage, Ellen.
*Barlow, Ellen.
*Kewley, Margaret Jane.
Leicester, Ellen.
Lomax, Elizabeth.
Marsden, Mary.
**Read, Mary Jane.
Rothwell, Susan Catherine
**Tilling, Sarah.
**Turton, Ellinor.
Walmwright, Mary.
**Walsh, Elizabeth.

SECOND CLASS.

Barton, Henrietta.
Bayley, Fanny.
Cowell, Leah.
Cralk, Betsy.
Crowther, Ellen.
Haddock, Mary.
*Heap, Elizabeth.
**Jackson, Margaret.
*Lewin, Margaret.
*Spencer, Anne.
Taylor, Elizabeth Matthews.
*Taylor, Isabella.
*Wood, Anne Rosamond.
*Yates, Emily.

THIRD CLASS
Atkinson, Agnes.
Boyd, Anne.
Johnson, Elizabeth.
**Jones, Mary.
*Lord, Mariam.
Ridyard, Betsy.
Savage, Mary.
Sephton, Elizabeth.
**Sharrock, Ellen.
Thornley, Elizabeth.
Towers, Alice.
Vickers, Alice.

Students of the First Year.

FIRST CLASS.
*Cain, Ellen.
Cockshott, Elizabeth Ann.
Davies, Mary Ann.
Holden, Alice.
Houlding, Margaret.
Isedale, Catherine.
*Kelly, Emily Isabella.
Kennish, Mary Ann.
*Kershaw Alice.
Lloyd, Margaret.
McMullen, Agnes.
*Mayor, Alice.
Philipson, Eleanor.
**Smith, Elizabeth.
*Taylor, Mary.
*Tilling, Charlotte.
Whittingham, Sarah.
**Williams, Eliza Jane.

SECOND CLASS.
Blake Elizabeth.
Burrows, Anne
Crane, Sarah.
Firth, Rebecca.
Gelling, Margaret Jane.
Gimson, Mary Wright.
Godber, Catherine.
Green, Maria.
Harding, Sarah M.C.
Hill, Emma Ann.
Hivey Ann.
Hollingpriest, Mary.
Holmes, Martha.
Leigh, Sarah.
Lone, Rebecca.
Marsh, Mary Ann.
Mudge, Elizabeth.
Pritchard, Elizabeth.
*Read Rachel.
Roberts, Anne.
Routledge, Martha.
Rowbottom, Syndonia S.
*Scowcroft, Mary Ann.
Warrington, Mary.
Williams, Alice.
Williams, Sarah,
Yeo, Sarah Ann.

THIRD CLASS.
Harrison, Maria.
Jenkins, Catherine.
Jones, Esther Jane.
Leddra, Hephzibah.
Neale, Frances.
*Robinson, Minerva.
Sawyer, Margaret M.
Singleton, Jane.
*Smethurst, Emma.
Thistlethwaite, Anne.

SCHEDULE.
Lee, Mary Anne.
Lees, Ellen.
Nesbitt Elizabeth.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST CLASS.
*Mellor, Catherine Anna.

SECOND CLASS.
Grant, Elizabeth Mary Ann
Howitt, Elizabeth Mary.
*Lamb, Eleanor.
*McNeal, Mary Ann.
*Shearstone, Hannah.
**Stevens, Mary Elizabeth.

THIRD CLASS.
Churchman, Susan Mary.
Dyson, Eliza.
**Whitehead, Selina.

Students of the First Year.

FIRST CLASS.
*Beech, Mary Ann Phœbe.
Brocklehurst, Sarah Anne
Dodds, Henrietta.
Goulding, Charlotte Eliz.
*Herod, Eliza.
**Hillyer, Mary Jane.
**Laverack, Elizabeth Boast.
Sterne, Susannah.
**Stevens, Sarah Priscilla.

SECOND CLASS.
*Church, Mary Eliza
Epsley, Elizabeth Ann.
*Evans, Margaret Jane.
Garnett, Annie Elizabeth.
Gunson, Mary.
*Hall, Sophia.
**Johnson, Catherine.
*Lloyd, Louisa.
McLean, Flora Chisholm.
*Merritt, Miriam Maria.
*Smith, Margaret.
*Symons, Annie.
Unthank, Margaret Eliz.

THIRD CLASS.
*Adams, Esther Charlotte.
**Higson Eleanor.
Morley, Elizabeth.
Moss, Eliza.
Offield, Mary Ann.
Smith, Elizabeth.

SCHEDULE.
Nicholson, Martha.
Stevens, Mary.
Wilton, Elizabeth Clarke.

Whitelands.

(National Society's.)

Students of the Second Year.

FIRST CLASS.
Allison, Eliza Jane.
*Brandreth, Eliza.
*Brennan, Sarah.
*Brierly, Anne Elizabeth.
*Cant, Sarah Anne.
*Clark, Emily.
**Domoney, Charlotte.
Fisher, Sarah Jane.
Ford, Elizabeth.
*Ford, Sarah Miles.
*Fordyce, Eliza.
**Gilbert, Mary Ann (D.)
*Goddard, Hope.
*Hitchen. Rachel.
Marsh, Emma.
*Nettleton, Helen Alice.
Parkinson, Martha.
Patmore, Anne Maria.
Perkins, Jane.
Pike, Eliza Mary.
*Randall, Mary Rebecca.
*Richardson, Annie Martha.
*Rymer, Clara.
*Shutt, Mary Jane.
*Stephens, Sarah.
*Stocks, Jane Elizabeth.
*Straight, Emma.
*Studdle, Sarah E.
*Webb, Mary.
*White, Elizabeth Jane.

SECOND CLASS.
**Armstrong, Joanna Maria.
*Baxendale, Henrietta.
*Dennis, Martha.
*Evans, Harriott.
Fane, Maria E.
*Gait, Louisa G.
Gough, Christian.
Hopper, Emma.
Humphreys, Mary.
Manning, Mary A.
Morgan, Emma.
*Nash, Amelia.
*Oakley, Jessie.
*Ritson, Anne.
*Rogers, Mary.
Shirley, Anne.
Sykes, Annie.
Tallant, Emma.
*Thrift, Harriet Kate.
*Warwick, Anne.
Wilson, Catharine.

THIRD CLASS.
Bland, Eliza.
Garlick, Susannah.
*Todd, Elizabeth.

Students of the First Year.

FIRST CLASS.
*Baker, Sarah M.
Bax, Sarah Ann.
**Blanks, Elizabeth.
*Blenden, Lucy.
*Boyle, Ann.
Collins, Celia.
*Cowburn, Margaret.
Dickenson, Mary Ann.
*Ensor, Helen.
*Fisher, Elizabeth.
*Fletcher, Eliza.
*Fowler, Elizabeth.
*Freeman, Emma.
*Grayson, Emma.
*Hall, Emily.
Hare, Caroline.
*Hidey, Lavinia.
*Holt, Sarah A.
Jones, Elizabeth.
**Jones, Mary.
Kilpatrick, Mary Ann.
*Mears, Julietta P.
Murrells, Elizabeth Ann.
Probatt, Emily H.
Simpson, Mary A.
*Smith, Catherine R.
*Smith, Martha.
Spalding, Elizabeth J.
Street, Sophia.
*Walker, Emily.
*Whiting, Charlotte.
*Whittington, Maria.

*Wilson, Sarah Elizabeth.
*Wolstenholme, Ellen.

SECOND CLASS.

Brown, Charlotte.
Brown, Mary Ann.
Bucktin, Sarah.
Crowe, Emily S.
Dewsbury Kate.
Griffiths, Mary.
Grover, Annie E.
Haddon, Elizabeth.
Hann, Jane Eliza.
*Hull, Sarah.
Llewellyn, Mary A.
Pendred, Mary Ann.
*Richardson, Elizabeth.
Theobald, Ellen.
*Thurkle, Frances.
**Walker, Anne Maria.
Warburton, Sarah Ann.

THIRD CLASS.

Darnton, Margaret.
Kelham, Anne.

SCHEDULE.
Morris, Catherine.

York and Ripon.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Myers, Maria.

SECOND CLASS.

**Crofts, Mary Ann.
*Davison, Patience.
Lawton, Esther.
**Mountain, Mary Jane.
Rider, Emma.
Robinson, Jane.
Sollom, Jane.
Walker, Annie Newton.
Woodhead, Martha Anne.

THIRD CLASS.

Cromptom, Mary.
Harrison, Phillis.
Morris, Mary Ford.

Student of the First Year.

FIRST CLASS.

**Brook, Jane.
Fairburn, Harriette.
*Hoyland, Elizabeth.
*Lawton, Mary.
**Womersley, Eliza.

SECOND CLASS.

Baildon, Charlotte.
*Batty Eliza.
Boyes, Mary Maria T.
Farrar. Martha Anne.
Haigh, Ellen.
Hinchcliffe, Mary.
Hobson, Ellen.
Hutchinson, Mary Priestly.
Lucas, Louisa.
Stawman, Sarah.

THIRD CLASS.

Spencer, Emily.
Woodhouse, Mary Ann.

DECEMBER, 1860.

SUMMARY of EXAMINATION of Students in Training Schools for Certificates of Merit.

MALES.

NAME OF SCHOOL.	First Year.					Second Year.				Third Year.			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure	1st Class	2nd Class	3rd Class	Failure
Bangor	2	9	7	1									
Battersea	7	40	6		1	12	20	14					
Borough Road	12	26	11	2		8	3						
Carmarthen		6	16	2	2		5	4	2				
Carnarvon	1	5	9	3	2	1	2	2					
Chelsea	4	31	12	1	1	5	28	17	1		2	1	1
Cheltenham	5	30	9		1	6	27	12					
Chester	3	14	16			3	15	5					
Chichester		3	9				4	10	1				
Culham		13	34	5	2		9	14	1				3
Durham	1	15	7			8	10	6					
Edinburgh Episcopal Church		7	3		3		4						
Edinburgh Established Church	5	19	17	3	6		21	6					
Edinburgh Free Church	2	34	20	2	1	10	23	10	1				
Exeter		13	9	1		1	13	8					
Glasgow Established Church	6	19	8	2		9	13						
Glasgow Free Church	1	19	22	4	9	5	11	18	4				
Hammersmith		11	14	1	1	1	3	7	2				
Highbury	3	24	19			4	21	9	1				
Peterborough		9	16			1	6	6					
Saltley	1	13	26	3	3		17	22	2				1
Westminster	3	25	8		1	9	16	5					
Winchester		9	6		1		2	3					
York	3	23	15		1	2	16	10					
	59	329	319	30	35	85	289	188	15		2	1	5

FEMALES.

NAME OF SCHOOL	First Year					Second Year			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure
Bishop's Stortford	7	23	4			5	12	1	
Borough Road	18	23	11	3					
Brighton	2	9	16			1	5	10	
Bristol, Gloucester, and Oxford	18	22				9	14	12	
Cheltenham	12	10	4		1	9	10	12	
Derby	5	13	4	1		2	11	5	
Durham	2	6	6			11	10	8	
Edinburgh, Established Church	6	16	17	4	7	9	11	7	
Edinburgh, Free Church	6	16	15	2	1	6	10	10	1
Glasgow, Established Church	8	19	5	4	2	3	6	10	
Glasgow, Free Church	3	15	16	3	12	6	10	6	
Home and Colonial	37	20	2			12	25	6	
St. Leonard's, R.C.	4	8	3	1	1	7	4	3	
Liverpool, R.C.	12	19	11			10	5	4	
Norwich	4	18	1			6	9	3	
Salisbury	14	15	7			5	12	9	
Truro	1	4	7		2		2	6	
Warrington	18	27	10	3		12	14	12	
Westminster	9	13	6	3	2	1	6	3	
Whitelands	34	17	2	1		30	21	3	
York	5	10	2			1	9	3	
	225	323	149	25	28	145	206	137	1

CHURCH OF ENGLAND.

MASTERS.

Teachers, above 35 years of age, who have passed in the Papers of the 1st Year.

Second Class.

Name of Candidate.	School.
Bates, William	Bishopton Mixed S.

Third Class.

Baker, Edward	Kingsworthy N.S.
Chapman, James	Eversholt N.S.
Copley, Thomas	Acomb N.S.
Francis, Tilis Bunting	Almondsbury C. of E. S.
Vasey, Richard	Trowell (Notts.) N.S.

Teachers under 35 years of age.

Second Class.

Bennett, James	Savernake N.S.
Blessdale, Anthony Gradwell	Castleford N.S.
Cole, William	Banham Rectory S.
Duke, James	St. George-in-the-East Christ Ch. S.
Edwards, Samuel	Alberbury C. of E. S.
Guilliatt, Henry	Great Grimsby N.S.
Jones, Richard Bellis	Cynwyd N.S.
Leah, James	Sheffield, St. Mary's N.S.
Lilly, William	Sheffield, Central N.S.

Third Class.

Andrew, William	Grampound and Creed N.S.
Aris, Edward Moyse	Seaford N.S.
Baker, James W.	Worsbro' Dale N.S.
Bennett, Brice	Wargrave (Berks.) C. of E. S.
Broadhurst, William	Leeds, Little Holbeck, Marshall's Factory S.
Butler, William	Chippenham, St. Paul's N.S.
Castle, James H.	Tottington N.S.
Channon, Charles George	Groombridge N.S.
Clarke, Thomas	Walmersley Ch. Ch. S.
Cox, George Edward	Hollingworth N.S.
Davies, Thomas	Llanwnog N.S.
Edwards, Frederick	Ketton N.S.
Ellis, Henry	St. Martin-in-the-Fields N.S.
Fagge, Thomas	Chilham N.S.
Falkner, William	Plaitford N.S.
Firth, Joseph	Ockley Par. S.
Gale, Edwin	Bradninch N.S.
Gilbert, Daniel	Burbage (Leicester) N.S.
Hibbert, Samuel	Shrewsbury, St. Chad's N.S.
Hill, Abel William	Ascott-under-Wychwood N.S.
Howse, Arthur William	Sharnford N.S.
Hussey, Henry	Heytesbury N.S.
Jenkins, John	Llanelltyd Ch. S.
Jones, Henry	Cilcain N.S.
Libou, George	Sholing N.S.
Madge, Thomas	Bryn Coch N.S.
Marchant, Henry	Wanstead N.S.

Mayo, Walter	Ashperton and Canon, Frome N.S.
McConnochie, Gabriel	Dolton Mixed S.
Mellor, William	Forest Gate N.S.
Moss, Charles Francis	Compton Pauncefoot N.S.
Moss, Henry	Hinton, St. George's S.
Palmer, William	Fradswell Par. S.
Passingham, John George	Tunbridge Wells, Royal Victoria S.
Plant, Joseph	Aston (Staffs.) N.S.
Porter, Henry	Towcester N.S.
Sellars, James	Over (Cambs.) N.S.
Thebridge, James Richard	Longdon (Staffs.) N.S.
*Vale, George	Saltley T.S. (Former Student)
Warner, William Plumridge	Bosley N.S.
Wheeler, Edward John	Sparkbrook Mixed S.
Willott, Henry	Tavernspite N.S.
Willis, William	Adwick-le-street C. of E. S.
Woodhead, Dan	Marton N.S.

Teacher (previously certificated) who has passed in the Papers of the 2nd Year.

THIRD CLASS.

Morris, William	Alton (Hants.) Boys N.S.

MISTRESSES.

A. Teachers above 35 Years of age.

THIRD CLASS.

Bacon, Mary	Whitechapel Society's S.
Collard, Mary Anne	St. George's, Hanover Dist. United Day S.
Heaton, Catherine	Kendal N.S.
Klambrowski, Sophia	Bristol, St. Michael's Girls S.
Powney, Mary	Bremhill N.S.
Whitwell, Mary Ann	Bristol, Hannah More's Inft. S.

B. Teachers under 35 Years of age.

FIRST CLASS.

*Curtis, Bertha Harriet	Albury Girls N.S.
Steele, Anne Elizabeth	Middlesbrough, St. John's Inft. S.

SECOND CLASS.

Gardner, Esther Annie	Leckhampton, St. Philip's Girls S.
Hambleton, Lydia	St. Mary Tavy Par. Girls S.
Hornshaw, Elizabeth Jane	Boston Spa N.S.
Huntington, Jane	Liverpool, Toxteth Park, St. Thomas's N.S.
Molloy, Sophia K.	Walmer N.S.
North, Charlotte Matilda	Marylebone, Portman Chapel S.
Pinnock, Ruth	West Cowes S.
Robinson, Theresa Eliza	Neepsend N.S.
Stevens, Emma	Bentley (Hants.) N.S.
Webster, Mary Arnott	York, Walmgate, St. Margaret's Inft. S

THIRD CLASS.

Austin, Annie, E.	Edmondsham N.S.
Bradbury, Elizabeth	Lower Crumpsall Inft. S.
Brough, Catherine	Buckley, St. Matthew's S.
Browne, Elizabeth	Basinghall Inft. S.
Bull, Elizabeth	Old Weston N.S.
Butler, Marianne	Smalley Girls S.
Butter, Charlotte	Ipstones, Agricultural C. of E. S.
Chadwick, Hannah	Manchester, Bradford Rd., St. Philip's N.S.
Collier, Anne	Marylebone, Christ Chapel S.
Cooke, Mary Jane	Kings Langley Girls S.
Coome, Hephzibah	Mabe N.S.
Daniels, Agnes	Happisburgh S.

Dulvey, Anne Bryant	Launceston N.S.
English, Anne	Hornsey Inft. S.
Foss, Sarah E.	Shooters' Hill, Mixed N.S.
Gibbs, Selina	Oulton Park S.
Graham, Kate	Rugby, St. Matthew's N.S.
Gudgin, Hannah	Shenley N S.
Guilford, Constance	Chippenham, St. Paul's S.
Heward, Harriet	Chelsea, St. Saviour's N.S.
Higginson, Mary	Gwersyllt Girls S.
Hustwaite, Sarah Ivitt	Lisson Grove, St. Paul's Bentinck Inft. S.
Ireland, Sarah	Camberwell, Denmark Hill, St. Matthew's Inft. S.
Jolliffe, Ellen	St. Fagan's, Aberdare, S.
Jones, Charlotte	Westminster, Christ Church N.S.
McLean, Mary Ann	Stoke upon Trent, Cliff Vale Branch S.
Moore, Catherine	Gt. Yarmouth, St. John's Inft. S.
Prosser, Eliza	Bristol, St. Stephen's S.
Sanders, Jane	West Hackney N. and Inft. S.
Smith, Charlotte	Chailey N.S.
Tayler, Sarah	Oulton Park Inft. S.
Tidnam, Mary A.	Forest Hill Christ Ch. S.

C. Teacher (previously Certificated) who has passed in the Papers of the Second Year.

THIRD CLASS.

Meyers, Mary Ellen	Liverpool, St. Mark's N.S.

CHURCH OF SCOTLAND.

MASTERS

Teachers, above 35 years of age, who have passed in the Papers of the First Year.

SECOND CLASS.

Joss, John	Kinellar Par. S.
Pringle, James	Aberdour Par. S.
Smith, William	Gartly Par. S.

THIRD CLASS.

Dargie, Robert	Prinlaw's Works S,
Ker, James	Hawick and Wilson Indust. S.
**McDonald, Donald	Kilmalcolm Par. S.
McDonald, William	Portnahaven Parliamentary S.
Oatt, John	Glasgow, Balmanno Street, Gardiner's Public S.
Rankin, William	Kilcalmonel Par. S.
Stuart, George	Rhynie Par. S.

Teachers under 35 Years of age.

FIRST CLASS.

**Thomson, John	Paisley, J. Neilson's Educl. Instn.

SECOND CLASS.

Brander, James	Deskford Par. S.
Brownie, Alexander	Bellie Par. S.
Chree, George	Savoch Par. S.
Duncan, William	Crail Par. and Town S.
Fergusson, William	Barnside S.
Fullarton, David	Renfrew, Blythswood Grammar and Testi. Schs.
Gage, George	Banff, Wilson's Educl. Instn.

McCallum, Daniel	Glasgow Estd. Ch. T.S. (Former Student)
Millar, Alexander	Torphins Par. S.
Robertson, Robert B.	Jerviston Works S.
Sinclair, Thomas	Auchinearn Par. S.
Thomson, John	Turriff Par. S.
Weir, Robert	Coltness Iron Works S.

THIRD CLASS.

Currie, Duncan	Girvan Charity S.
Cameron, Hugh	Edinburgh Estd. Ch. T.S. (Former Student)
Ellis, William	Leith, Hay's Mechanics S.
Farquhar, James	Minduarno Mixed S.
Gordon, William	Birnie Par. S.
Hutton, John	Thornliebank S.
Laing, John	Tarbert G.A.S.
McAra, Duncan	Dornoch Par. S.
Mackenzie, Duncan	Ardentinny G.A.S.
McNeill, Malcolm	Edinburgh Estd. Ch. T.S. (Former Student).
Menzies, James	Dulnain Bridge S.
Tavendale, William	Hurlford and Portland Iron Works S.
Watson, James G.	Springburn, Murdoch's S

Teacher (previously certificated) who has passed in the Papers of the 2nd Year.

THIRD CLASS.

Forbes, Robert Thomson	Mossend, Colliery and Iron Works, S.

MISTRESSES.

A. Teachers under 35 years of age.

SECOND CLASS.

McDonald, Elizabeth	Aberdeen Girls Hospital
Ogilvy, Margaret Isabella	Ratho Female School

THIRD CLASS.

Anderson, Margaret Allan	Aberdeen, York St. Davidson's S.
McDonald, Mary Simpson	Aberdeen Female Orphan Asylum
Sime, Jane Crichton	Bonhill Parish School
Walker, Georgiana A.	Glasgow, St. James's Female Industrial S.
Walker, Jane Reid	Methlick Female S.
Watt, Charlotte	Coltness Iron Company's S.

BRITISH AND WESLEYAN SCHOOLS.

MASTERS.

Teachers, above 35 Years of age, who have passed in the Papers of the 1st Year.

THIRD CLASS.

Dark, William	Farnsfield Wesleyan S.
Sharp, Jonathan	Blennerhasset B.S.

Teachers under 35 Years of age.

SECOND CLASS.

Bertenshaw, John	Manchester, Marshall St. B.S.
Buckley, John	Lees, Zion Methodist New Connexion S.
Kellett, Charles	Salford Working Men's College
Kirkham, Thomas B. (D)	Stoke Newington Wesleyan S.
Mills, William Josiah	Royton Wesleyan S.
Whereat, Edwin Walton	Bristol, Redcross St. B.S.

THIRD CLASS.

Andrew, James	Worcester, West Midland Railway B.S.
Barker, James	Wilmslow Independent S.
Blatchly, John Joseph	Calverley (Near Leeds) Wesleyan S.
Bywater, Edwin	Hanham Wes. S
Davies, John	Bryn B.S.
Inkpen, John	Bethnal Green, Abbey St. S.
Leathwood, Thomas	Hassall Green Wes. S.
Morris, Ebenezer	Waenfawr B.S.
Silver, Henry	Spitalfields, Bell Lane, Jews Free S.
Smedley, George	Diss B.S.
Spencer, Wesley	Leake B.S.

Teacher (previously certificated) who has passed in the Papers of the 2nd Year.

THIRD CLASS.

Porritt, William	Bamford B.S.

MISTRESSES.

Teacher above 35 years of age.

THIRD CLASS.

Davis, Emma Jane	Brymbo and Broughton B.S.

Teachers under 35 Years of age.

FIRST CLASS.

Edwards, Sarah Eliza	Farnworth Wesleyan Inft. S.
Wolfe, Julia	Gellyfaelog S.

SECOND CLASS.

Ellis, Emma	Tiverton British Girls S.
*Findley, Eliza	Leicester, Hill St. B.S.
Lourie, Agnes	Liverpool, Caledonian Free Girls S.
Reynolds, Jane	Brynmawr B.S.
Schofield, Emma	Lincoln Wes. Day S.

THIRD CLASS.

Crowther, Rachel	Birmingham, Graham St. Dissenters S.
Duddington, Annie	Peterborough B.S.
Edgeller, Victoria Adelaide	Accrington Wes. S.
Lobley, Charlotte	Filey Wesleyan Inft. S.
Torrance, Elizabeth Ann	Somers Town, Middlesex St. Presbytn S.
Trenholm, Mary Jane	Oakenshaw Wes. S.

ROMAN CATHOLIC SCHOOLS.

MASTERS.

Teachers, above 35 Years of age, who have passed in the Papers of the 1st Year.

Second Class.

McAdam, John	Moorfields, St. Mary's, Cumberland St. Boys S.

Third Class.

Drury, Michael	St. Georges-in-the-East, Pell St. R.C.S.
Mullally, James	Oldham, St. Mary's R.C.S.
Ryan, Michael V	Dumbarton R.C.S.

Teachers under 35 Years of age.

Third Class.

Holmes, Michael	Richmond R.C.S. (Yorks.)
McConwell, Norbert	Liscard, St. Alban's R.C.S.
McGregor, John R.	Eskadale R.C.S.

Teacher (previously certificated) who has passed in the Papers of the 2nd Year.

Third Class.

Levins, Thomas	Liverpool, Holy Cross R.C.S.

MISTRESSES.

Teachers under 35 years of age.

First Class.

Hartigan, Georgina	Liverpool Training S.
Maassen, Maria H.	Liverpool, Seel Street, St. Peter's R.C.S.

Second Class.

Bodoano, Catherine	Liverpool, Fontenoy St. Holy Cross R.C.S.
Kluxen, Maria H.	Liverpool, Seel Street St. Peter's R.C.S.
O'Hara, Cathevine	Liverpool, St. Anthony's R.C.S.
Pestre, Virginie	Spitalfields, St. Ann's R.C.S.
Pickering, Agnes	Liverpool, St. Francis Xavier's R.C.S.
Rigby, Ellen	Abingdon R.C.S.
Tomlinson, Grace	Manchester, Stock Street St. Chad's R.C.S.

Third Class.

Collins, Julia	Gillmoss St. Swithin's R.C.S.
Craddock, Mary Ann	Garstang R.C.S.
Eaton, Lucy Ann	Little Bolton St. Mary's R.C.S.
Gailey, Anne	Darlington St. Augustine's R.C.S.
Nagle, Mary Anne	Alton, St. John's R.C. Infant S.
Pearson, Mary	Chelsea, Ranelagh Grove, St. Mary's R.C.S.

SCOTCH EPISCOPAL CHURCH.

MASTERS.

Teachers under 35 Years of age.

THIRD CLASS.

Armstrong, James	Paisley, Trinity Church S.
Galt, Francis	Buckie Episcl. S.
Inglis, William	Lochee Episcl. S.

Teacher (previously certificated) who has passed in the Papers of the 2nd Year.

THIRD CLASS.

Macdonald, David	Stonehaven, St. James's Episcl. S.

SCOTCH FREE CHURCH.

MASTERS.

Teachers, under 35 Years of age, who have passed in the Papers of the 1st Year.

FIRST CLASS.

Martin, George	Glasgow, Renfield Street, St. George's Free S.
Smith, James	Rothiemay Free Ch. S.

SECOND CLASS.

Black, James	Glasgow, Gorbals' Youths' S.
Graham, James	Bellshill Suben. S.
Mc Raith, James N.	Glasgow, Renfield Street, St. George's Free S.
Menzies, John	Dumfries and Maxwelltown Educl. Society's Common S.

THIRD CLASS.

Kinnaird, James	Ellon Congregational Free Church S.
Mc Diarmid, Donald	Lawers Free Ch. S.
Morrison, Walter	Dairy Free Ch. S.
Philip, David	Dunnichen Free Ch. S.
Smith, Thomas	Kirkintilloch Indust. S.
Walker, James	Dalkeith Academy

MISTRESSES.

Teacher above 35 Years of age.

THIRD CLASS.

Whitehead, Elizabeth W.	Valleyfield Fem. S.

Teacher under 35 Years of age.

THIRD CLASS.

Stewart, Elizabeth	Edinburgh Free Ch. T.S. (former Student)

RESULT OF EXAMINATION OF CANDIDATES FOR GRANTS OF APPARATUS.

Name.	School.	Subject.	Grant
Conder, John	Wandsworth, St. Anne's N.S.	Chemistry .	Middle
Dick, William	Dunbar, Burgh S.	Geology ...	Ditto
Platt, Samuel Henry...	Cheltenham, St John's N.S.....	Chemistry .	Ditto
Snelus, George J...	Macclesfield, Ch. Ch. N.S.	Chemistry .	Ditto

RESULT OF EXAMINATION OF CANDIDATES FOR DRAWING CERTIFICATES, IN NOVEMBER, 1860.

I. Candidates who hold Certificates of Merit.

CERTIFICATES.

Name.	School.
Bell, Thomas E.	Westminster Wesleyan Practising S.
Buckle, Anthony.....	York Practising S.
Dawe, Charles J.	Edinburgh, St. John's Episcopal S.
Dickinson, Robert	Lamley, N.S.
Fryer, George	Bishop Wilton N.S.
Harry, Richard	Lewisham Bridge B.S.
Heasman, William	Culham Training S. (Student of 3rd Year).
Hemsworth, John T.....	Rugby Wesleyan S.
Jackson, Catherine S.	Salisbury Training S.
Long, Frederick C.	Cirencester Endowed C. of E. S.
Lucas, Edwin.....	Stratton Church of England S.
Ridley, Christopher	Chelsea Training S. (Student of 3rd Year).

PRIZES.

Bottomley, Dan.	North Newington S.
Bowerbank, Thomas	Sherburn Church S.
Box, James A.	Saltley Training S. (Student)
Churchill, James	Exeter Cathedral Close S.
Conelly, Peter	Glasgow Free Ch. Training S. (Student).
Davidson, James	Edinburgh, St. Andrew's Hall Epis. Practising S.
Elliott, Ellen F.....	Home and Colonial Training S.
Evans, John.....	Carnarvon B.S.
Fawthorpe, John P.	Chester Training S.
Fraser, Jessie.....	Helensburgh Episcopal S.
Fuller, Elijah.....	Highbury Training S. (Student).
Hedges, Fanny	Home and Colonial Training S.
Hicks, Edwin	Peterborough Training S.
Irving, Alexander.....	Marylebone Trinity S.
Noye, Ephraim H.	Carmarthen Training S. (Student).
Shepherd, James.....	Chichester Training S. (Student).
Wilkins, Joseph	Wivenhoe N.S.

II. Candidates who do not hold Certificates of Merit.

PRIZES.

Bee, George	Battersea Training S. (Student).
Bowen, Francis.....	Carnarvon Training S. do.
Downie, William	Glasgow Est. Ch. Training S. do.
Edwards, George	Carnarvon Training S. do.
Higham, Robert H.	Rhydberth N.S.
Kiddle, Joseph	Lampeter Velfrey N.S.
Langrish, George	Chichester Training S. (Student).
Lucas, Marianne	Liverpool Training S.
Rawlings, John S.....	Culham Training S. (Student).
Roberts, John	Carnarvon Training S. do.
Simpson, George T.	Culham Training S. do.
Swinnerton, Charles.....	Peterborough Training S. do.
Thomas, Walter.....	Carmarthen Training S. do.
Wiseman, James.....	Edinburgh Epis. Training S. do.

December, 1861.

Syllabus for Male Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 9th of December, 1861.

Syllabus of Subjects in which Students in training, and other Candidates for Certificates of Proficiency as Teachers in Elementary Schools are examined.

First Year.

The Holy Scriptures.

1. The History, Chronology, and Geography of the Bible.
2. More particularly (*December* 1861) the text of St. John's Gospel.

*The Catechism and Liturgy.**

1. The text.
2. The scriptural authorities.

* The examination in the Liturgy is to be limited to the Morning and Evening Services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

Church History.

The outlines of the History of the Reformation in Great Britain, and of Church History in the fifteenth and early part of the sixteenth centuries.

Reading.

To read with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *Mr. Warren's "Select Extracts from Blackstone's Commentaries,"*† from Sir J. Herschel's "*Discourse on Natural Philosophy,*" or a passage from *The Spectator.*

Penmanship.‡

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand.
2. A passage in small hand.

Arithmetic.

1. To prove the usual rules from first principles.
2. To compute with precision and accuracy.
3. To make (with a knowledge of the principles) simple calculations in Mensuration.§

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† In Scotland the four Appendices to Hume's History of England which follow Chapters III., XI., XLIV., XLIX. respectively, if preferred as an alternative.

‡ Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine copper-plate engraving.

§ The examples are taken from a "Builder's Price Book."

*School Management.**

1. To answer, in writing, questions on the expedients to be used for the purposes of instruction in reading, spelling, writing, and other elementary subjects.
2. To draw up time tables for use in a school under given circumstances.

English Grammar.†

1. Its principles.
2. To parse (*December*, 1861) a passage from the Chapters on "*Wills*," in Warren's Extracts from Blackstone,‡ *or* from Sir J. Herschel's *Discourse on Natural Philosophy*. In *December*, 1861, Part II., Chapter II., § (76) — § (86).
3. To paraphrase the same passage.

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* Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† All the answers made by the students on whatever subject (not confined to mere figures) will be examined as evidence not only of their knowledge of the particular subject, but also with a view to determining the marks to be allowed to them for grammar and composition. The power of writing plain and clear sentences, with correct syntax, orthography, and punctuation, is the immediate object of grammar.

The greater part of the questions proposed on grammar will be founded on words or sentences taken from the work specified. It should be carefully read through, therefore, in short portions, as so many *exercises in language, in illustration of the English Grammar used in the College*, just as the Greek or Latin classics are read in public schools.

‡ In Scotland, one of the Appendices from Hume's History of England may be taken, if preferred, in lieu of this work. In December 1861, the appendix following Chap. XLVIII. The paper will con-

Geography.

1. To be able to describe § and draw ‖ the map of the four quarters of the globe, and the map of each country in Europe.

2. To answer general questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1861, *Europe.*

History.

The outlines of the History of England (to be known thoroughly).

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

Euclid.

The first four books.

*Algebra.**

As far as quadratic equations (inclusive); with problems.

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tain *three* passages, viz.: one from Blackstone, Herschel, and Hume, respectively. Candidates must confine themselves to *one* of these passages. The subject-matter of the chapter selected, as well as the grammatical analysis, should be mastered, with a view to questions that may occur in other papers.

§ The word "describe" is meant to be confined to *words* written, as distinguished from *drawing.*

‖ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

* *Instead of* (but not in addition to) this subject, students may be examined in Latin as far as the end of page 84 of Yonge's "Eton Grammar" (E. P. Williams, Eton). This Grammar is men-

Drawing.

[N.B.—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training colleges* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises will be marked in precisely the same manner as heretofore, and the marks will be kept on record until after the next December examination, and will then be carried to each candidate's total, for a certificate].

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February, 1857:—

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.

Vocal Music.††

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tioned only for the sake of defining the extent of knowledge required, viz., accidence, concord, genders of nouns, perfect tenses and supines of verbs. The paper will be confined to grammatical questions and to exercises within the limit prescribed.

†† This *paper* will not be given to any candidate who does not produce a certificate, signed by the principal of the training school *that he can sing, or can play on some instrument.* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Second Year.

The Holy Scriptures.

1. The Acts of the Apostles.
2. The 1st Epistle to the Corinthians (*December* 1861).

Church History.

In England, *The Book of Common Prayer: its history, language, and contents.*
In Scotland, *The History of the Church to the Council of Chalcedon.*

Reading.

To read with a distinct utterance, with due attention to punctuation, and with a just expression, a passage from Milton's "Paradise Lost," or from Shakespeare, *and* a passage from the Spectator.

Penmanship.

(As in First Year.)

Arithmetic.

(As in First Year.)

*School Management.**

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making Returns from, School Registers.
3. Questions of moral discipline.

English Grammar and Composition.

1. To paraphrase (*December*, 1861) a passage from *Milton's "Paradise Lost," (Book II.), or from Shakespeare's "Merchant of Venice."* ¶
2. To analyze the same passage (according to Mr. Morell's work).‡
3. To answer questions on the style and subject-matter of the work, or part of work, named.

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* Passages taken from the Reading Lesson-books commonly used in schools will be given in the papers on all subjects which admit of it, and candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

¶ A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ "The Analysis of Sentences explained and simplified." Longman, London.

Geography.

1. Physical.
2. Political. } of the British Empire.
3. Commercial.
4. Elementary propositions in Geography, which depend upon Astronomy for explanation.††

History.

A paper of questions will be given such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.) The paper will be divided into five sections, each section containing not less than five questions. The sections will reach (1) to the battle of Hastings, (2) battle of Bosworth, (3) death of Charles the First, (4) death of Queen Anne, (5) 1815.

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†† This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals upon the same subject, and most of the Text Books on Geography contain a chapter which may be made to convey the necessary information in the hands of a good lecturer.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to deepen and quicken *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

Drawing.§

(As in First Year.)

1. Free hand drawing from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

Vocal Music. ‖

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§ Candidates may not work again exercises for which they have already been registered by the Department of Science and Art *since 24th February*, 1857, but must confine themselves to the other exercises.

‖ This *paper* will not be given to any candidate who does not produce a certificate signed by the principal, *that he can sing, or can play on some instrument.* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Alternative subjects† of the second year, *in one only* of which students will be examined.

*Physical Science.**	Mechanics.‖	Mathematics.‖	English Literature.	Latin.
1. *General properties of matter.* 2. *Inorganic Chemistry, with the rudiments of heat, light, electricity, and galvanism.* 3. *To explain the construction and use of common instruments, such as an air-pump, a thermometer, a barometer, a microscope (simple and compound), a telescope, an electrifying machine, a galvanic battery.*‡	1. The mechanical powers, and the most common modes of applying them (to produce equilibrium). 2. Accelerated motion of gravity, pendulums, centrifugal force. 3. To answer questions on simple mechanism (contrivances for modifying motion) occurring in machines which are in common use for domestic, agricultural, or manufacturing purposes.‡	1. The sixth Book of Euclid, with problems in the first four books. 2. The subjects which follow quadratic equations in Lund's edition of Wood's Algebra. 3. Trigonometry. Solution of Triangles. Use of the Tables. Use of levelling and surveying instruments. Practical Problems of Trigonometry and Surveying.	The History of English Literature from Chaucer to Milton, inclusive, with (in 1861) the first part of *Bacon's Advancement of Learning*, and three plays of Shakespeare, viz., *Julius Cæsar, Richard II.*, and first part of *Henry IV.* This exercise will be an extension of that headed "English Grammar and Composition," being similar to it in character, but with more especial reference to style and subject matter.	1. To the end of Yonge's Eton Grammar (*supra*). 2. An easy passage of Latin prose, and another of Latin poetry, will be given for literal translation into English, and simple grammatical questions will be founded thereon. SUBJECTS. *Cæsar de Bello Gallico.* For 1861, Book IV., and to the end of the 23rd chapter in Book V. *Virgil.* For 1861, *Æn. V.* *No* marks will be given for *translation* in cases where a fair proportion of the *grammatical questions* are not thoroughly answered.

Third Year.

Queen's Scholarships are not renewable beyond the second year. But the Principals of Training Schools who choose to retain Students who have passed the second year's examination, may obtain at the end of the third year the same allowances for their examination as at the end of the second, on the following conditions:—

1. At the end of the third year they must again take Second Year's papers, and must obtain *excellent* for at least one paper, and not less than *good* in at least three others; of which four Papers that on *School Management* must always be one. No Special Papers will be printed for the Third Year.

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† These subjects not being indispensable in obtaining a Certificate, *no* marks will be given for papers which fall below the standard of *fair*.

* No training school will be allowed to present candidates for examination in this subject if the Inspector reports that the institution is without sufficient apparatus to give experimental instruction. The following works are named as indicative of the subjects to which the examination will be limited, but not as the only works in which the same subjects may be studied for the purpose; viz., Dr. Wilson's Treatise on Chemistry, and the Elements of Natural Philosophy by Dr. Golding Bird and C. Brooke. (Churchill.)

‖ Candidates who have taken Latin in the first year, must *not* take Mechanics or Mathematics as their *alternative* subject (if any) of the second year.

‡ If large diagrams, showing the internal structure of each machine or instrument, and lettered to correspond with the paragraphs of a succinct explanation at the foot, were hung on the walls of rooms frequented by the students, such knowledge would be imperceptibly acquired and perfected. The diagrams might be produced, or multiplied, by the students themselves.

2. They must perform the oral exercises of *reading*, and of *teaching a class* before the Inspector, in the same manner as Students of the Second Year.

3. Subject to these conditions, they may omit particular subjects of the Second Year at their discretion.

SCALE OF MARKS.

(*Minutes* 1856-7, *p.* 7.)

"Among the subjects of Examination are some, a knowledge of which the Committee of Council consider so essential to the due discharge of the duties of a Schoolmaster, that a failure in any one of them is held to be sufficient to deprive the Candidate of all claim to a place in the Class List, however superior his other Papers may be. These subjects are specially distinguished by an asterisk.

"The Paper on School Management might, perhaps, be thought to deserve a higher number of Marks than any other. This would be true if the subject of that Paper did not enter largely into all the others. A large proportion of the Marks depends on the degree in which the Candidate shews himself by his answers to be capable of applying each subject to the purposes of Elementary Instruction.

"Proficiency in a few subjects is valued more highly than mediocrity in many. Their Lordships are obliged to admit many subjects into the Programme in order to leave the course of study as free as possible. But in no case do two papers marked "Moderate" receive as many Marks as would have been given to one of them marked "Good."

	inimum number of Marks n a place in the Class List	First Year	Second Year.
Religious Knowledge	.....	300	350
Arithmetic	.....	450	500
Grammar a	.....	600	650
School Man			
Reading ...			
Spelling ...			
Penmanship			
Report on C			
History ...			
Geography			
Geometry			
Algebra or			
Physical S English I			
Drawing ...			
Music			

* Excl

† "E des of "Fair," "Moderate," and "Imperfect," with proportionate

Papers given to Candidates in the Examination for Science Certificates, held at South Kensington, November 1860.

Directions given out with the Papers in Subject I.

Write your name legibly on the top left-hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sec. VII. Ques. 2.

You are not permitted to attempt more than one question in each section.

It is not necessary that you should have answered a question in each section to obtain a certificate; the Examiner will take into consideration, according to the questions you answer, what might fairly have been done in the time allowed; therefore, do not attempt by bad drawing to hurry on the question. The number of sections is given solely to afford you a greater choice of subjects.

SUBJECT I.—GEOMETRICAL DRAWING.

Subdivision I.—Practical Plane, and Descriptive Geometry.

Examiner, Professor T. Bradley.

PERSPECTIVE PROJECTION.

The point of sight (or vertex of projection) is 8 inches from the plane of the picture (plane of projection), a plane perpendicular to that of the picture intersects it in a line 3 inches from the centre of the picture (or intersection of a line from the vertex perpendicular to the picture).

Section I.

1. A line lies in the plane inclined to the picture at 50° and meeting it in a point A; determine the projections of B, C, D, E in this line when B and C are at 1·5 inches from A on opposite sides of the picture, and D and E at 3 inches from A on opposite sides.
2. Two points p, q, in the projection of this line are at equal distances of 4 inches from v, the vanishing point, and on opposite sides of it; determine the positions in the original line of P and Q, the points of which p and q are the projections.
3. Draw the projections of two squares in the plane, of which BC is one side of one square, and DE that of the other square.

Section II.

1. The same line and plane are those of one edge and a face of a square prism of one inch side and 3 inches long, one angle of the solid being in the plane of the picture; draw the projection.

2. Represent in addition a second and equal prism cutting the first and having a cube in common with it.
3. A third and equal prism is to be shown having the same cube as the part common to the three solids.

Section III.

A circle on 1 inch radius lies in the original plane; draw the projection of this circle.

1. When it touches the plane of the picture but lies on the other side of it with respect to the point of sight.
2. Draw the projection of two such circles touching each other and having their centres in the line mentioned in section 1, one of the circles to lie opposite sides of the picture.
3. Determine the radius and position with respect to the two former, of a third circle, when its projection, instead of being an ellipse, is a parabola touching those ellipses in a point of each.

SOLID GEOMETRY.

Section I.

1. One diagonal of a square of 1·25 inches side is horizontal, one corner is in the paper, but the plane of the square is inclined at 60° to the paper; represent the square by a plan, and an elevation on a vertical plane parallel to the horizontal diagonal.
2. Draw the same square when a line from one corner to the middle of an opposite side is horizontal, the other conditions as before.
3. Show the same square when the side AB is inclined at 20°, the other conditions as before.

Section II.

1. A regular pentagon of 1 inch side has one side horizontal, the opposite corner in the paper and the plane of the polygon inclined to the paper 35°, show the figure by a plan and an elevation on any vertical plane not parallel nor perpendicular to the horizontal side.
2. Represent the same pentagon when the two sides adjacent to the horizontal one are inclined at 35° to the paper, elevation as before.
3. Draw the same pentagon when its corners A, B, D are ·4; ·8; 1·5 inches above the paper, elevation at pleasure.

Section III.

1. Two concentric circles of 1 and 1·25 inches radii lie in a plane inclined to the paper at 50°, show them by their plan.
2. Draw the plans of the radii of these circles which would divide them into 12 equal sectors.
3. Circumscribe the plan of the outer circle by a parallelogram which would represent a square circumscribing the original circle.

Section IV.

1. A line 2 inches long is inclined at 50°, two other lines also 2 inches long are at right angles to it and to each other; represent the three lines by their plan.
2. Show the three lines by their plan when one of the last two is inclined to 20°.
3. Determine the plans of the same lines when two of the three are inclined at 20° and 40°.

Section V.

1. A prism 3 inches long with a hexagon of ·75 inches side for its base, lies on one edge in the paper and the plane of 1 face inclined to it at 30°; draw a plan of the solid.
2. Make a section of this prism by a vertical plane inclined to the horizontal edges at 30°, and an elevation on a plane parallel to that of the section, but not cutting the solid.
3. Show by a plan the same prism when its edges are inclined to the paper 30° and one side of the base at 40°.

Section VI.

1. Represent by a plan and elevation the same prism when one diagonal of the solid is vertical.
2. Add an elevation on a plane *not* parallel to the edges.
3. Show in addition a section by a plane parallel to that of the elevation of No. 2, but passing through the centre of the solid.

Section VII.

1. Draw the plan of a cylinder 3 inches long and 3 inches in diameter when its axis is inclined at 30° to the paper.
2. Make an elevation of the cylinder on a plane *not* parallel to the axis.
3. Add a section by a plane parallel to that of the elevation but passing through the centre of the cylinder.

Section VIII.

1. A cone 3·5 inches high, its base 2·5 inches in diameter, lies on its side on the paper; draw its plan.
2. Add an elevation on a plane *not* parallel to the axis.
3. Represent the same cone by a plan and elevation when it stands on its apex and one line on its surface is vertical.

Section IX.

The developed surface of a conical surface is a quadrant of a circle of 4 inches radius.

1. Draw the plan of the cone of which this quadrant is the surface.
2. Add to the plan that of a line on the surface, which on the development becomes a straight line, drawn from one extremity of a radius to the middle point of the other radius.
3. Determine on the developed quadrant two points, which would represent the intersections with the conical surface of a straight line passing through the axis at right angles at the middle point of it.

PLANE GEOMETRY.

The constructions must be accurate, neatly drawn in ink, with the lines of construction dotted; the principle on which the solutions are based to be clearly shown in the drawing, no written explanations are admissible and no calculations to be employed.

No credit will be given for any solution not strictly complying with the conditions of the question.

Section I.

1. Draw three equal circles in contact with one another, and inscribed in a third of 1·5 inches radius.
2. Circumscribe the outer circle by a triangle, the sides touching the circle in the points of contact with it, of the inscribed circles.
3. Circumscribe this triangle again with a regular hexagon, its alternate angles coinciding with those of the triangle.

Section II.

1. Draw a square of 3 inches side, with its two diagonals, inscribe a circle in each of the four right angled triangles.
2. Add to this construction the four circles, filling up the angles, each circle touching two of the former and the two sides of the square.
3. Add the two circles passing through the centres of the two sets of circles of Nos. I and 2.

Section I. and Section II. are to test neatness and accuracy of drawing.

Section III.

1. Draw a square of 3·5 inches area (the $\sqrt{3 \cdot 5}$ by construction).
2. Draw an equilateral triangle of equal area.
3. Draw a regular hexagon of 7 inches area.

Section IV.

1. Determine the side of a square equal to two others together, of 2 and 3 inches area.
2. Determine an equilateral triangle equal to two others of 2 and 3 inches area.
3. Construct a right angle triangle having its sides as 2 : 3 but equal to an equilateral one of 2·5 inches side.

Section V.

1. The sides of an irregular six sided polygon are AB = 1 inch, BC = 1·2; CD = 1·3, DE = 1·75; EF = 1·85: the angles ABC = 93°, BCD = 100°; CDE = 90°, DEF = 83°; (the remaining side FA and the angles to be determined).
2. Construct a triangle equal to this polygon, having the angle D for its vertex and its base in AB produced.
3. Construct a regular hexagon equal to the same polygon.

Section VI.

1. A line 4 inches long is the chord of a segment of a circle containing an angle of 165°; determine three points in the segment without finding the centre.
2. Two circles of 2 and 3·5 inches diameters touch each other externally, draw a third of 1 inch diameter to touch both.
3. Draw a circle of 3 inches radius to touch the two circles, but to contain them both within it.

Section VII.

1. Construct a diagonal scale of inches to show 10ths and 100ths of an inch.
2. Construct a scale of feet and inches of $\frac{1}{144}$.
3. Construct a scale of $\frac{1}{31680}$ to show furlongs and poles.

Subdivision II.—Mechanical and Machine Drawing.

MECHANICAL AND MACHINE DRAWING.

The candidate will show his knowledge of this branch of the subject by drawings which clearly indicate the mutual action and connexion of the parts, but whatever details he draws must be neat, accurate, and workmanlike.

N.B.—Where no scale is specified it is left to the candidate's judgment, but in every case he must specify the scale he employs. He is advised not to attempt too many subjects: one drawing well finished will carry more credit than two imperfect ones. No credit will be given for any solution not strictly complying with the conditions of the question.

Section I.

1. Show in outline any arrangement for producing an alternate rectilinear motion from a constant angular one.
2. Show how a constant angular velocity may be made to produce an alternate rectilinear one, but with a varying velocity.
3. How is a constant circular motion made to produce an alternating circular one?

Section II.

1. Show six links of an endless chain working over a pinion of 12 inches pitch and of 8 leaves. Scale $\frac{1}{4}$.
2. A tangent screw of four turns and 3 inches diameter is to work a wheel of 3 feet diameter with a slow smooth motion. Show the true form of the teeth of the wheel. Scale $\frac{1}{4}$.
3. Draw a coupling for a shaft, 6 inches diameter. Scale $\frac{1}{2}$.

Section III.

1. Show the section of two bevilled wheels to change the direction of motion through an angle of 108°, and the velocity to $\frac{1}{4}$.
2. Draw a chair for a rail on longitudinal sleepers, showing the mode of keying the rail and fixing the chair. (Scale at pleasure.)
3. Show by a section an axle box for a locomotive. (Scale at pleasure.)

Section IV.

1. Show by a section the stuffing box for the piston of an engine (details to be expressed). Scale at pleasure.
2. Draw the end of the crank rod of a powerful marine engine.
3. Show by a side and front elevation the front link of a parallel motion of a beam engine, details to be given. (Scale at pleasure.)

Section V.

1. Give by a section through the axle, a design for a turn-table of 30 feet diameter ($\frac{1}{50}$).
2. Show six teeth of an escape wheel, with the anchor and pallets, for a seconds pendulum and dead beat.
3. Show how the sudden blow of the tooth on the pallet is guarded against, where the clock weight is upwards of a hundred and a half in weight.

Section VI.

1. Draw a common door lock with a tumbler and a separate bolt.
2. Draw the lock of a common rifle.
3. Draw, in detail, the coupling to connect two railway carriages ($\frac{1}{3}$).

Section VII.

1. Show by a plan and elevation a common carpenter's plane.
2. Show by a plan and elevation a smith's vice for heavy work.
3. Show by a plan and section a double action bellows for a forge.

Section VIII.

1. Draw a metal pulley, 10 inches diameter, in a metal sheaf to turn on a swivel, and slung from a beam (Scale $\frac{1}{3}$).
2. Draw the beam of a hydrostatic balance, showing the bearing-agates, and the method of raising the beam from its bearing.
3. Draw the common weighing machine, used in shops, called Roberval's balance.

Subdivision III.—Building Construction.

BUILDING CONSTRUCTION.

All the drawings in this subdivision to be tinted to express the material, and as the time is sufficient to admit of it, provided the candidate does not attempt too many subjects, accuracy in the detail will be expected.

A school-house to accommodate 40 boys and 30 girls in separate rooms, allowing 500 cubic feet for each child, a sitting room and bed room at each end of the building for a master and mistress, with a kitchen at the back, in common, approached by a covered passage from each sitting room; separate entrances under an open porch for the children, with separate closets for hats and cloaks, and a lavatory in each. The schools to be warmed by a hot water stove, fed from the kitchen.

The building to be plain, but substantial, well lighted by skylights in the roof, and ventilated by a louvreboard ventilator running the lengths of the two rooms; the dwelling rooms to be plainly, but comfortably, fitted up with sashes, fire-places, cupboards, &c.

Give a design for this school illustrated by—

Section I.

1. A complete plan.
2. A plan with an elevation.
3. A plan with a longitudinal section.

} Scale $\frac{1}{120}$.

Section II.

1. A plan and section of the timbers of the floor, resting on dwarf brick piers to keep them from damp.
2. The iron open roof, showing the skylights and ventilator, the roof to be slated on boards.
3. A drawing of the heating stove, with its feeding and circulating pipes, its safety valve, setting on stove, &c., the fire-place to serve also for cooking, the boiler to be self-feeding from a cistern over the kitchen.

Section III.

1. Floors and roofs of dwelling apartments, the roof not open, and slated on battens.
2. The sashes and doors and fire-places for these rooms.
3. Section of the hat and cloak closets, with details of lavatory for children.

A brick bridge to carry a railway over a common road 45 feet wide, and crossing at an angle of 70°; the four rails to be carried on iron girders, resting on brick piers, at 15 feet clear above the carriage road.

Section IV.

1. A plan of the bridge at the foundations.
2. A front elevation of the bridge.
3. A transverse section.

Section V.

1. A plan and section to a larger scale ($\frac{1}{60}$) of the rails, showing the girders and the filling in between them by iron frames resting on the flanges of the girders, with double boarding on which the ballast is laid.
2. Show how the design for the bridge would be modified on the supposition that the railway runs on a raised embankment.
3. And how it must be modified if the carriage road is in a cutting in a loose and friable rock.

Section VI.

1. Show the bonding of a brick-and-half wall in plans of two courses.
2. Show the bonding of a wall two and a half bricks thick in the same way.
3. Show the return wall at end of building, and the best bonding in such a case for each of these walls.

Section VII.

1. Show the improved mode of framing the rafter into the head of a king post (Scale $\frac{1}{2}$).
2. Show a scarfing for a beam 12 by 8 inches.
3. Show some mode of strengthening a girder of 40 feet bearing, with the least cutting of the timber.

SUBJECT II.—MECHANICAL PHYSICS.

Subdivision I.—Theoretical Mechanics.

Examiner, The Rev. B. M. Cowie, M.A.

THEORETICAL MECHANICS.—1st Paper.

Section I.

1. What is the law of composition of forces, called the "Parallelogram of Forces?" Two forces of 8 and 15 lbs. respectively, act on a point, and the angle between their directions is 60°; find the magnitude of the resultant numerically, and by a geometric figure show its position.
2. A force of 18 lbs. has to be replaced by two others, producing jointly the same mechanical effect; they are to be equal, and to include an angle of 120°. *Prove* that each of them must be a force of 18 lbs.
3. Give a sketch of the reasoning by which the law of composition of forces is proved. State clearly what is the principle assumed as the basis of your reasoning.

Section II.

1. What is meant by a *couple*, or the *moment* of a force? If you are acquainted with both these terms explain clearly their difference.
2. A heavy vertical door is supported by two hinges in the same vertical edge. Explain all the couples and pressures which act on the door in its own vertical plane.
3. Take the preceding example, and suppose the door pulled by a handle (placed anywhere but at its centre of gravity). Explain now all the couples and pressures which act on the door.

Section III.

1. Find the relation of power to weight in the screw, when used as a mechanical power to produce equilibrium.
2. Explain by calculation and reasoning, the holding powers of screws and nails.
3. A chain 10 feet long lies partly on a horizontal table, and partly off it. If the co-efficient of friction between the chain and table is $\frac{1}{6}$, how long can the vertical part of the chain be without dragging the remainder off the table?

   Supposing the chain in this limiting position, would it make any difference if the portion of the chain which lies on the table were replaced by a chain of equal weight but different length?

Section IV.

1. Enunciate the principle of virtual velocities, and apply it to find the relation between *power* and *weight*, in a system of pullies where the same rope passes round all the wheels in the upper and lower blocks.
2. In a common roof without a tie-beam calculate the pressure on the supporting walls, and show when it will be a *minimum*.
3. Explain the *line of resistance* in an arch.

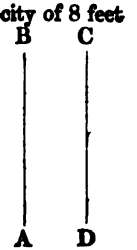
   When a heavy block is resting on a rough inclined plane, show how the stability of the body varies as the inclination of the plane varies.

   Supposing the body to be a cubical block, how would you determine whether, as the plane rises, the block will begin to move by *sliding* or by *rolling?*

Section V.

1. Enunciate the laws of motion. Define velocity, accelerating force, momentum, moving force.
2. Prove that in accelerated motion under the action of a constant force, the space described varies as the square of the time in which it is described.
3. A body of 10 lbs. is moving in a line A to B, with velocity of 8 feet per second in the direction from A to B. When it starts from A another body of 12 lbs. starts from C towards D, moving with velocity of 6 feet per second. Find where the centre of gravity of these two bodies will be at the end of 4 seconds.

   (AB=CD=100 feet, and AB, CD, are parallel and 10 feet apart.)



Section VI.

1. A body is thrown vertically upwards with a velocity of 36 feet per second; how long will it be before it returns to the place of its departure, and how high will it have risen?
2. A train of 50 tons travelling on a level at 30 miles per hour, begins to descend an inclined plane at 3 miles in length, with a fall of 1 in 200, and then proceeds again on a level; supposing no retarding force to act, compare the moments on the upper and lower levels.
3. Prove that when a body acted on by gravity falls through a certain vertical space, the velocity acquired is independent of the path pursued, whether it be vertical, or inclined, or curvilinear.

Section VII.

1. Show that a body projected obliquely, and acted on by gravity, will describe a parabolic curve if the resistance of the air be not taken into consideration.
2. Define centrifugal force, and find its measure.
3. Prove that in the simple pendulum, the time of vibration is as the square root of the length.

Section VIII.

1. Two spheres weighing 5 lbs. and 6 lbs. respectively, moving in opposite directions, with velocities of 8 feet and 4 feet respectively, impinge directly,—i.e. so that the line of mutual action passes through their centres. Their elasticity is $\frac{3}{4}$: find their velocity and direction after impact.

   N.B.—You are to *prove* the formulæ you employ, stating with distinctness and accuracy the principles you assume.
2. What is the *moment of inertia?* The *centre of gyration?* Two bodies of 10 lbs. and 16 lbs. are connected by a rod 10 feet long; the rod revolves about a point 3 feet from the larger weight. Find the radius of gyration of the system.
3. In a vibrating mass, if C be the point of suspension, O the centre of oscillation, G the centre of gravity; what relation is there between CG, GO, and what use has been made of this property for practical purposes?

Subdivision I.—Theoretical Mechanics.

THEORETICAL MECHANICS.—2nd Paper.

Section I.

1. Explain from the principle of the pendulum the revolution of a body about a centre of force.
2. What are meant by (1) *progressive* and (2) *stationary* vibrations in a stretched rope? Describe any mechanical contrivance by which wave motion can be exhibited.
3. Prove that in vibrations of elastic bodies, the time of vibration of any particle is independent of the extent of its displacement.

Section II.

1. What is the fundamental law of fluid pressure? Prove from it that the surface of a fluid at rest under the action of gravity must be horizontal.
2. If two fluids that do not mix are placed in a tube, prove that the common surface must be horizontal.
3. An upright cylinder is full of fluid of given specific gravity 2·4. Find the whole pressure on its internal surface. Radius of base = 4 inches. Height = 2 feet.

Section III.

1. What are the conditions under which a body will float when immersed in a fluid? Prove that they are necessary from general reasoning.
2. A cylinder 4 inches long, the radius of whose base is 3 inches, floats in water with half its surface out of the fluid; a weight of 1 oz. is now placed on the top of it, how deep will it sink?
3. Find the centre of pressure on a rectangular board 5 feet by 3 feet immersed in fluid, having one diagonal vertical, and its upper extremity at a distance of 1 foot from the surface.

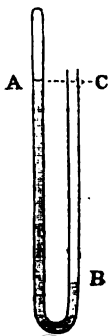
Section IV.

1. When water is conveyed through cylindrial pipes, find the tendency to burst from internal pressure, either longitudinally or transversely, and show that the transverse section has double the strength of the longitudinal section, when the thickness is small compared with the radius.
2. What are the phenomena of capillary attraction?
3. A substance (A) weighed in air 300 grains; when tied to a piece of copper it weighed 2347 grains, and in water 1220 grains, the specific gravity of copper being 8·9: find that of the substance (A).

Section V.

1. What are the phenomena attending the discharge of fluids through small orifices in thin plates?
2. Assign mechanical causes for the contraction in a stream passing through an orifice, and for the effect produced on the amount of discharge by mouthpieces of different shapes.
3. How do we calculate the rate at which water will flow through a horizontal pipe when supplied from a cistern kept at a constant head?

Section VI.



1. How would you demonstrate the truth of the law, that elastic fluids press with a force which is inversely proportional to their volume?
2. The temperature of the air in an expansible spherical envelope is raised t° and the envelope expands till its radius is n times its original length. Compare the pressure of the air in the two cases.
3. If the figure represent a barometer, the mercury standing at A in the closed tube, and B in the open tube, what will be the effect of filling BC with water supposing A and C to be in the same horizontal line?

Section VII.

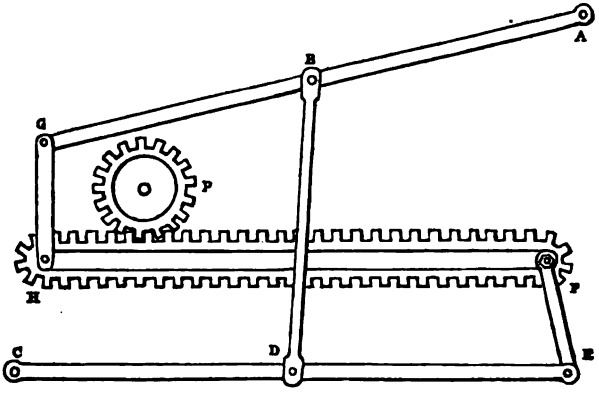
1. How does the presence of vapour in the atmosphere affect the barometer?
2. What is the *dew point?* What is the object of ascertaining it daily at a meteorological observatory?
3. Investigate a formula for finding heights by means of a barometer. State carefully what observations must be made at both the upper and lower stations.

Subdivision II.—Applied Mechanics.

APPLIED MECHANICS.—1st Paper.

Section I.

1. Give instances, of common occurrence, of the conversion by mechanism of circular into reciprocating motion.
2. Calculate the ratio of the velocities of the two ends of a connecting rod, one end of which moves in a circle, and the other in a straight line through the centre of the motion of the crank. What consequence follows in the working of a direct acting engine?
3. Explain the action of this combination, the wheel *P* being the driver. Sketch the position of the bars when the rack has been driven to the end of its course.



Section II.

1. What is a *ratchet* wheel? Sketch one. What is the use of having two or more clicks?
2. A rack has to drive a pinion. Give a convenient shape for the pins and teeth. Will the same contrivance answer when the pinion drives the rack?
3. Describe Tredgold's method of finding the teeth upon bevil wheels.

Section III.

1. Let a wheel of (A) teeth drive one of (B) teeth. What must be the ratio of A and B in the two cases, (1) when the same teeth come into contact *as often* as possible, and (2) when they come into contact *as seldom* as possible.
2. In trains of wheelwork, having given the least number of teeth to be allowed on any pinion, and largest number to be allowed upon any wheel, and the ratio of the velocities of the first and last axles, find the number of axles.
3. What is the meaning of an Epicyclic Train? Describe Ferguson's Paradox.

Section IV.

1. Describe a *Boring Machine.*
2. Describe the double eccentric for reversing the engine in a locomotive.
3. Describe a drilling machine, and explain the peculiarity in Whitworth's Friction Drilling Machine.

Section V.

1. What is a *Dynamometer*, and what is its object? Describe the principle of any one you may have seen, and explain how it may be made to *record* varying pressure.
2. In spinning machinery the rate of revolutions of the bobbins must be made to decrease slowly as the fibre is wound on them. How has this been affected by Houldsworth's, or any other bobbin motion?
3. How can an ellipse be turned on a lathe? Describe the contrivance.

Section VI.

1. What is meant by the *modulus* of a machine? What by *unit of work?* How many cubic feet of water will an engine of 16 horse power raise per hour from a mine 90 fathoms deep?
2. At what rate per hour will a train of 70 tons be drawn by an engine of 60 horse power up a gradient rising 1 in 400?
3. The velocity of a train, the gauge of the rails, the radius of the wheels, and the inclination of their tire being given, determine the centripetal force generated by the conical inclination of the tire of the wheels of the train, and by the centrifugal force impelling the train outwards, on a given curve.

Section VII.

1. What is the principle of the tubular girders?
2. Investigate the tendency to break at any point of a beam resting on its two extremities, and loaded with a given weight at a given point.
3. What is the shape of the beam of greatest strength, when the distance between its supports and the weight of material is given?

Section VIII.

1. In Gothic architecture how is the stability of the flying buttress secured?

2. How does the tension of the chain vary in different parts of a suspension bridge?
3. How would the line of resistance in an arch of stones alter its form, according as the arch had a tendency to break *in* or break *up* at the crown?

Subdivision II.—Applied Mechanics.

APPLIED MECHANICS.—2nd Paper.

Section I.

1. Find the pressure on a lock gate, and show how the position of the centre of pressure varies as the lock is filled.
2. When a hollow sphere is filled with fluid of a given pressure, find the whole pressure on the internal surface.
3. How was the tubular bridge over the Menai Strait raised to its position?

Section II.

1. Explain the construction, and calculate the power of an overshot water wheel.
2. Explain the action of the screw propeller.
3. Explain the action of the turbine.

Section III.

Describe and explain the principle of one of the following machines:—

1. A gas meter.
2. The steam hammer.
3. The hydraulic ram.

Section IV.

1. What is the construction and use of the *hydrometer?*
2. What is meant by the *wave principle* explained by Mr. Scott Russell?
3. What is meant by the spheroidal state of water?

Section V.

1. State the results of experiments made to determine the resistance offered by fluids to solid bodies moving through them.
2. In the manufacture of gas, describe the machinery required.
3. By what mechanical means is the pattern produced in weaving by the Jacquard loom?

Section VI.

Explain the construction of one of the following machines:—

1. A threshing machine.
2. An agricultural drilling machine.
3. The sewing machine.

Section VII.

State how you would organize a Science Class, and what course you would propose to adopt with such a class, should you form one where you are now living.

SUBJECT III.—EXPERIMENTAL PHYSICS.

Subdivision I.—Acoustics, Light, and Heat.

Examiner, Professor Tyndall, F.R.S.

EXPERIMENTAL PHYSICS.—1st Paper.

Section I.

1. State how you conceive sound to be propagated through the atmosphere; how is its velocity affected by the temperature of the air?
2. What are the conditions necessary to the production of a musical note? Wherein does harmony differ physically from noise? What is the cause of pitch; what is the measure of intensity?
3. The theoretic velocity of sound, as found by Newton, was much less than the observed velocity: state fully how Laplace explained the discrepancy.

Section II.

1. A luminous beam strikes a plane mirror obliquely, and is reflected from it. Take two points, the one in the incident, the other in the reflected beam, and prove that the sum of the incident and reflected rays is less than that of any other two lines drawn from the two points to the reflecting surface.
2. Two mirrors form with each other an angle of 40°: how many images will be formed of an object placed between them? Apply your knowledge to the explanation of the kaleidoscope.
3. If the intensity of light diminishes as the square of the distance increases, how is it that on a clear night the distant lamps appear as bright as the near ones?

Section III.

1. Lenses are divided into two great classes: name them, and show by a diagram the action of one of each class.
2. What is meant by the spherical aberration of a lens, and what by its chromatic aberration?
3. What is meant by the dispersion of light? Is it possible to neutralize the dispersion without at the same time neutralizing the refraction? State what you know regarding the construction of achromatic lenses.

Section IV.

1. Describe the human eye.
2. What are the conditions of distinct vision? Explain the action of spectacles as applied to the remedy of long and short sight.

3. Describe some one form of the stereoscope, and state what you know regarding the principle of the instrument.

Section V.

1. Explain the mirage of the desert.
2. A bright moon when looked at with the naked eye appears considerably larger than when looked at through a dark glass: explain the fact.
3. Describe and explain the rainbow.

Section VI.

1. The water at the bottom of the Great Geyser-tube in Iceland has sometimes been found 50° above 212° Fahrenheit, and it existed thus without ebullition: how is this possible?
2. Two bombshells are accurately filled with cold water and closely stopped: one of them is placed in boiling water, the other in a freezing mixture; both of them burst—why?
3. Describe, as far as you know, the influence of pressure on the fusing points of bodies.

Section VII.

1. The temperature of the human body is nearly constant in all climates; how is this constancy preserved while the external temperature varies so considerably?
2. A block of ice is heated from a temperature of 20° below the freezing point, until it is reduced to a state of vapour; state the indications of a thermometer which shows the temperature from first to last.
3. The specific heat of water is 4 times, and its density is 770 times that of air: supposing a cubic mile of water to yield up one degree of its heat to a cold atmosphere, what quantity would 1,000 cubic miles of the atmosphere be heated by the transference?

Section VIII.

1. Explain the production of winds.
2. Explain the formation of rain.
3. Explain the formation of hoar frost; and why it collects chiefly on the blades of grass.

Subdivision II.—Magnetism and Electricity.

EXPERIMENTAL PHYSICS.

Section I.

1. You are required to prepare a magnetic needle for your class experiments: how will you do it?
2. How would you demonstrate to a class the general laws of magnetic attraction and repulsion?

3. State what you know regarding the earth's magnetism; the position of its poles, the intensity of its force, and the terms used to express its general phenomena.

Section II.

1. Common soft iron is always attracted by the poles of a magnet; hard steel is sometimes repelled: state the reason.
2. Place an iron sphere in contact with the north pole of a magnet; it clings, a second sphere clings to the first, a third to the second, and so on; what is the magnetic condition of the row of spheres? If I place the north pole of a second magnet underneath the row, what occurs? What happens when a south pole is placed underneath?
3. State what you know regarding the phenomena of diamagnetism.

Section III.

1. How would you demonstrate to a class the general laws of electric attraction and repulsion?
2. How would you explain the attraction of light bodies by a bit of sealingwax rubbed on the coat sleeve?
3. I give you an insulated sphere charged with positive electricity and require you to charge by means of it a gold-leaf electroscope, with negative electricity: how will you do it?

Section IV.

1. Give a scientific explanation of thunder and lightning.
2. Explain the action of lightning conductors; and state generally the influence of the shape of a conductor on the distribution of electricity upon its surface.
3. Describe and explain the phenomenon known as the "return stroke" in a thunder storm.

Section V.

1. I furnish you with a flat smooth sheet of gutta percha, a metal plate with a glass handle, and a catskin; and require you to charge a Leyden jar by these means: how would you do it?
2. Why in charging a Leyden jar do you connect its outer coating with the earth?
3. Describe the manner in which the arrangement known as the "cascade battery" is charged with electricity.

Section VI.

1. Describe accurately the ordinary pile of Volta, and state the conditions of the two ends of the pile.
2. What part does the nitric acid play on the batteries of Grove, and Bunsen.
3. If our object be to overcome a great external resistance, what is the best arrangement of a series of cells? If we wish to send a copious current through a thick wire, what should our arrangement be?

Section VII.

1. What do you mean by the "direction" of an electric current? State the direction in which the current flows in Grove's battery.
2. A bar of iron is surrounded by a wire carrying an electric current; assume a direction for the current, and state the consequent polarity that will be excited in the bar.
3. How would you ascertain experimentally the relation between the magnetism of the bar and the strength of the current circulating around it?

Section VIII.

1. In firing a mine by electricity why is platinum wire preferable to silver?
2. Two pieces of thin platinum wire are introduced at different parts of a circuit, in which they are rendered incandescent by the current: one of them is plunged into cold water, its glow being thereby extinguished; the other immediately glows with greater intensity; why?
3. Describe and explain the ordinary magneto-electric machine used by physicians.

SUBJECT IV.—CHEMISTRY.

Subdivision I.—Inorganic Chemistry.

Examiner, Professor Hoffmann, Ph.D., F.R.S.

INORGANIC CHEMISTRY.

Section I.

1. Describe the preparation, properties, and the composition by weight and volume, of nitric oxide.
2. Give an outline of the manufacture of coal gas.
3. Give the composition of the atmosphere, and describe the methods employed in determining its constituents.

Section II.

1. State the composition of gunpowder, and explain the reaction which takes place during its combustion.
2. Give an outline of the theory of bleaching.
3. A mineral has been found to contain in 100 parts:—

Sodium	8·73
Aluminium	10·39
Silicium	32·32
Oxygen	48·56
	100·00

What is the formula of the mineral? The following equivalents to be used:—

Hydrogen - - -	1
Oxygen - - -	8
Silicium - - -	21·3
Sodium - - -	23
Aluminium - -	13·7

Give the details of calculation.

Section III.

1. Give the composition and the preparation of chloric and perchloric acids.
2. Describe the course of analysis followed in cases of poisoning by arsenic.
3. Give an outline of the doctrine of chemical equivalents.

Section IV.

1. How is fluorine detected in the presence of silicates?
2. Give an outline of the manufacture of white lead.
3. Name the more frequently occurring mineral compounds which are insoluble both in water and acids, and describe the process of rendering them soluble for analysis.

PRACTICAL EXAMINATION IN ANALYSIS.

1. Qualitative analysis of a mixture consisting of two acids and two bases soluble in water or acids.
2. Qualitative analysis of a mixture consisting of two acids and two bases partly or entirely insoluble in water and acids.
3. Qualitative analysis of more complex mixtures.

Subdivision II.—Organic Chemistry.

ORGANIC CHEMISTRY.

Section I.

1. Describe the several methods of ascertaining the presence of hydrocyanic acid.
2. Give the method of preparing fulminate of mercury, and explain the constitution of this compound.
3. Give an outline of the chemical processes involved in the nutrition of plants.

Section II.

1. Describe the method of preparing iodide of ethyl.
2. Give an outline of the preparation, properties, and decompositions of urea.

3. Describe Gay Lussac's method of determining vapour densities, and develope the general formula:

D = Density of vapour.
p = Amount of substance employed.
V = Volume of vapour observed in cubic centimetres.
t° = Temperature observed.
B = Barometer normal.
b = Barometer observed.
h = Suspended mercury-column.
a = Weight of 1 cubic centimetre of air.
e = Coefficient of expansion of air.

Section III.

1. Give a sketch of the chief processes by which acetic acid is obtained.
2. Describe the products which are formed by the action of sulphuric acid upon alcohol.
3. Give examples of diatomic and triatomic alcohols; describe their preparation and their chemical characters.

Section IV.

1. Give an outline of the process of manufacturing stearic candles.
2. Describe the several methods of determining the nitrogen in organic compounds.
3. Give an outline of the classification of the derivatives of ammonia.

SUBJECT V.—GEOLOGY AND MINERALOGY.

Subdivision I.—Geology.

Examiner, Professor Ramsay, F.R.S.

GEOLOGY.—1st Paper.

Section I.

1. Into what *three great classes* may rocks be divided?
2. How would you distinguish *stratified* from *igneous rocks?*
3. Describe the accompanying specimen.

Section II.

1. What is meant by a *dyke?*
2. Explain some of the effects of *igneous rocks* when *intruded* among *stratified deposits.*
3. Where are the chief areas of existing volcanoes? and briefly explain what you consider *the best theory of volcanic action.*

Section III.

1. What is meant by *alteration of strata?*
2. Name several of the *metamorphic rocks,* and the principal constituent minerals of each.
3. Explain the theory of *metamorphism of strata.*

Section IV.

1. What is meant by *conformable and unconformable stratification?*
2. Draw an *anticlinal* and a *synclinal axis,* a *fault,* and explain the meaning of *dip* and *strike* of *strata.*
3. Explain the principles on which *the relative ages of stratified rocks* are determined.

Section V.

1. Name the British formation in which the *most ancient known fossils occur.*
2. By the prevalence of what kinds of *fossils* would you easily distinguish *primary* (or Palæozoic) from *secondary rocks?*
3. Explain the theory of *Artesian wells.*

GEOLOGY.—2nd Paper.

Section I.

1. What is a *lode?*
2. Name the chief *mining districts* in England and Wales, and what *ores and other substances of economic value* are found in them respectively?
3. Explain what you consider to be the best theory of the manner in which ores of metals and other substances found in lodes were formed there.

Section II.

1. Of what is *coal* composed?
2. What substances besides coal of *economic value* are found in the coal measures?
3. Explain the *theory* of the manner *in which coal was formed.*

Section III.

1. In what class of rocks do fossils occur?
2. What kinds of *organic remains* are most likely to be embedded in *rocks now forming,* and how does this question bear *on the fossils found in older rocks?*
3. Construct a column of the *British secondary rocks,* placing the oldest formation at the bottom. Write alongside the general *lithological character* (description of stone) of each formation, and the names of some of *the most common genera of fossils* found in these.

Section IV.

1. What are the *constituent minerals in granite?*
2. Draw a diagram showing stratification and slaty cleavage.
3. Draw a horizontal section showing the position of the formations in any district with which you may be best acquainted.

Section V.

1. What is meant by denudation of strata?
2. Draw a diagram of the manner in which *coal measures* are sometimes *concealed by unconformable secondary rocks.*
3. What is the reason that the strata of the *coal measures* often *lie in basin-shaped hollows?*

Subdivision II.—Mineralogy.

Examiner, W. W. Smyth, M.A., F.R.S.

MINERALOGY.—1st Paper.

Section I.

1. Enumerate the qualities which entitle a mineral to be called a *gem* or an *ore* respectively.
2. Describe a classification of minerals in which the *gems* and the *ores* form two of the leading divisions.
3. State the difficulties which, in the present state of science, interfere with such a classification; and describe the details of a more satisfactory system.

Section II.

1. What kind of projection is employed for drawing the form of crystals, and why not ordinary perspective?
2. Show how a square and an equilateral hexagon should be represented in crystallographical perspective.
3. Draw the regular octohedron, not less than 2 inches high, stating what rules are to be observed in order most conveniently to represent it.

Section III.

1. State the general physical characters of Barytes.
2. Mention the various physical differences between the carbonate and sulphate of baryta (Witherite and Barytes).
3. State the readiest means of distinguishing the above two minerals; also under what circumstances, as to place and association with other minerals, they occur.

Section IV.

1. Describe accurately the three richest species of iron ore.
2. Compare with such three iron ores any minerals with which they may from their appearance be confounded.

3. Taking all the more important of the iron ores, mention what pseudomorphs of one from the other have been found to occur, and what conclusions have been suggested with reference to their formation.

Section V.

Determine the crystalline system and describe the form of the models of crystals placed before you.

MINERALOGY.—2nd Paper.

Section I.

1. Define and draw a rhomb, a rhomboid, and a rhombohedron.
2. Show by description and drawing from what form, and how, the rhombohedron is crystallographically derived.
3. Enumerate, with drawings, all the simple forms of the hexagonal system of crystallization, including those termed hemihedral.

Section II.

1. Give the definition of a *crystal*, and the origin of the name.
2. State at what times, and how it came about, that the word *crystal* has been misapplied by the inexact or the ignorant.
3. What is the composition and the prevailing series of forms of the substance known as rock-crystal, and what minerals are often found enclosed in it?

Section III.

1. Mention some of the more remarkable *Zeolites*, and whence the name is derived.
2. Describe fully the minerals Analcine, Stilbite, Scolecite.
3. Under what circumstances do the Zeolites occur, what is the chiefly notable character of their composition, and what relation does it bear to the containing rocks?

Section IV.

1. Give the physical and chemical characters of the minerals which contain the metal *tin*.
2. How would you, without chemical aid, distinguish tin-stone (cassiterite) from zinc-blende, from zircon, and rutile?
3. What is most remarkable as to the rocks in which tin-stone is found, and as to the various minerals with which it is associated?

Section V.

Name and describe the mineral specimens placed on the table.

SUBJECT VI.—NATURAL HISTORY.

Subdivision I.—Zoology.

Examiner, Professor Huxley, F.R.S.

ANIMAL PHYSIOLOGY.

Section I.

1. What elementary bodies enter into the composition of all kinds of living matter without exception?
2. What is the use of the saliva, and where is it formed?
3. What makes the bones harder than most other parts of the body, and how do they grow?

Section II.

1. Why is a candle lowered into a well in order to ascertain whether a man may descend into it without danger?
2. What is the use of the respiratory process?
3. Explain the mechanism of what is called "taking a deep breath."

Section III.

1. What are the essential constituents of urine?
2. What is the use of the urinary secretion?
3. Explain the nature of the process by which the urinary secretion is separated.

Section IV.

1. How is it we are enabled to bend the fore arm upon the upper arm?
2. Suppose a man to stand upon tiptoe and consider his foot as a simple lever. Explain where the fulcrum of that lever is, where the power is applied, and what that power is.
3. When a man falls from a height and damages his spine it commonly happens that he is unable to move his legs voluntarily, though if the soles of his feet are tickled they are immediately drawn up. Explain the reason of this.

Section V.

1. What are the constituent parts of the organ of hearing in man?
2. If you suspend a poker by a piece of string and strike it you hear a certain sound; if you now stuff your ears with cotton that sound is greatly deadened; but if, still having the ears stuffed, you take the string between your teeth, the sound seems much louder than at first, though the force of the blow may be the same. Explain these facts.
3. State what you know respecting the different forms of the organ of hearing in the Animal Kingdom.

Section VI.

1. What is the difference between an abscess and an ulcer?
2. What external conditions contribute to the production of scrofula?
3. What is meant by "hereditary transmission of peculiarities?" Give examples of such transmission.

ZOOLOGY.

Section I.

1. Give the characters of the Sub-kingdom *Vertebrata*.
2. Define the class *Insecta*.
3. Give the characters of the order *Ruminantia*.

Section II.

1. If water containing a few fragments of vegetable matter is allowed to stand a few days, the weather being tolerably warm, numerous minute animals will be found in it. To what sub-kingdom will the majority of them belong?
2. How is it that they appear in the infusion?
3. What are the characters of those among them that are termed *Rotifera*?

Section III.

1. To what classes do *Echinus*, *Hirudo*, *Daphnia*, and *Scolopendra* respectively belong?
2. State what you know respecting the natural history of any butterfly or moth.
3. By what apparatus is the web of the spider produced?

Section IV.

1. Why does an oyster open when it is dead?
2. Give some account of the natural history of the shipworm.
3. By what mechanism is a whelk enabled to bore holes in the shells of other mollusks?

Section V.

1. Describe the changes undergone by the young of the common frog.
2. Give an account of the natural history of the Salmon.
3. What are the distinctive characters of the marsupial mammals?

Section VI.

In what classes do the specimens marked 1 to 6 belong?

Subdivision II.—Botany.

Examiner, Dr. Lankester, M.D., F.R.S.

VEGETABLE PHYSIOLOGY.—1st Paper.

Section I.

1. What are the principal properties of the chemical elements of which plants are composed?
2. What are the composition and properties of cellulose, sugar, fixed oil, and gluten?
3. State the composition, the properties, and the sources of the following vegetable compounds:—chlorophyll, gum, caoutchouc, citric acid, theine, strychnine.

Section II.

1. Give an account of the origin and development of the vegetable cell.
2. Describe the nature of stomates, hairs, and intercellular organs.
3. What are the nature and sources of the tissues of plants used in the production of cotton, linen, hempen, and other textile fabrics.

Section III.

1. How are plants nourished, and what is the nature of the substances which they absorb?
2. How are such substances as cellulose, sugar, starch, and gluten formed from the materials absorbed by plants?
3. By what organs do plants absorb their nutriment, and what are the principal changes which go on in the absorbed materials during the nutrition of the plant?

Section IV.

1. Describe the structure of the leaf, and the functions it performs.
2. Point out the principal forms of leaves, and the value of their structural difference in systematic botany.
3. What are the functions performed by stems and leaves, and what are the relations of the one to the other?

Section V.

1. Give a general account of the structure of the flower in Exogenous plants.
2. Give an account of the structure of the flowers in Phanerogamous plants, and their variations in the large groups of Exogenous and Endogenous plants.
3. What is the structure of the stamen, and the nature of the changes undergone by the anther during its development, and the functions it performs?

Section VI.

1. Describe the principal forms assumed by the fruit in plants.
2. What is the structure of the seed, and how does the embryo differ in various plants?
3. What is the nature of the ovule, and what are the changes it undergoes in passing to the condition of the seed?

SYSTEMATIC BOTANY.—2ND PAPER.

SECTION I.

1. Give a sketch of the Linnæan system of classification of plants.
2. What are the principal classes of plants in the natural system employed by Dr. Lindley in his Vegetable Kingdom, and what are their distinctions?
3. How is the class of Exogens distinguished, and what are the characters of the divisions Calycifloræ, Corollifloræ, Thalamifloræ, and Monochlampdeæ?

SECTION II.

1. Give an account of the structure and habits of the family of Lichens.
2. Define the groups Melanospermæ, Rhodospermæ, and Chlorospermæ in the family of Algæ.
3. Give an account of the structure of the family of Mosses and the nature of their reproductive organs.

SECTION III.

1. Describe the structure of the order Solanaceæ, and give an account of the useful plants belonging to it.
2. Describe the structure of the order Umbelliferæ and its principal sub-divisions, and name the useful plants belonging to it.
3. Is there any relation between the structure of plants and their active properties? Name some orders illustrating the fact.

SECTION IV.

To what orders do the plants labelled 1 to 10 belong? (*Two marks will be given for each correct answer.*)

SECTION V.

1. Describe the plant labelled C.
2. Describe the plant labelled B.
3. Describe the plant labelled A.

SECTION VI.

To what genus, species, and natural family does each of the plants marked I. to X. belong? (*Two marks will be given for each correct answer.*)

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

COMMITTEE OF COUNCIL ON EDUCATION.

EXAMINATION, CHRISTMAS 1861.

I.

QUESTIONS PROPOSED TO CANDIDATES

FOR

QUEEN'S SCHOLARSHIPS.

II.

QUESTIONS PROPOSED

TO

STUDENTS IN TRAINING COLLEGES AND TEACHERS IN CHARGE OF SCHOOLS.

III.

LISTS OF SUCCESSFUL CANDIDATES.

IV.

SYLLABUS OF SUBJECTS OF EXAMINATION, FOR CHRISTMAS, 1862.

By Authority.

LONDON:

PRINTED BY FORD & TILT,

52, LONG ACRE,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY

LONGMAN, GREEN, LONGMAN, AND ROBERTS,

14, LUDGATE HILL, E.C.

1862.

(Price Sixpence.)

EXAMINATION
OF CANDIDATES
FOR
QUEEN'S SCHOLARSHIPS.

CHRISTMAS, 1861.

Three hours allowed for each Paper.

Candidates not allowed to answer more than *one* question in each Section.

RELIGIOUS KNOWLEDGE.

SECTION I.

1. Write out Noah's prophetic words upon his three sons and their descendants, and name the peoples descending from each respectively.

2. Describe accurately the geographical position of "Ur of the Chaldees," and state in what way it is connected with the history of Abraham.

3. Enumerate the cities of refuge, and state precisely the objects for which they were appointed.

SECTION II.

1. Give a short account of Deborah, or Barak, or Gideon.

2. State fully the circumstances connected with the anointing of David to be the future King of Israel.

3. Write out as concisely as you can "Solomon's Judgment."

SECTION III.

1. Describe the events which took place in the Temple at the time of "Mary's Purification."

2. In what ways, and by what texts, would you hold up our Blessed Lord to children as the exemplar of obedience to authorities?

3. Show the arguments by which our Blessed Lord vindicated his disciples in plucking the ears of corn on the Sabbath Day.

SECTION IV.

1. Specify the *several* occasions on which our Lord reproved the Pharisees.

2. Write out an abstract of St. Peter's speech to the 120 disciples before the day of Pentecost, as recorded in the 1st chapter of the Acts of the Apostles.

3. Enumerate the chief characteristics of the first Christians as stated in Acts ii.

SECTION V.

1. Explain the meaning of the word repentance, and quote from Holy Scriptures some of the promises attached to it.

2. Prove from Holy Scripture that the Sacraments of Baptism and the Lord's Supper were instituted by Christ himself.

SECTION VI.

1. By what texts and arguments would you endeavour to show children the duty of attending public Divine Service, and of otherwise hallowing the Sabbath Day?

2. Illustrate the mercy and long-suffering of God, by texts and examples from Holy Scripture.

3. Show by Scripture references (1) the Divine, (2) the Human Nature of the Mediator.

GRAMMAR.

1. Write out a lesson, such as you would give to a junior class, on the *Parts of Speech.* OR, write out a lesson for the First class on the *Verb.*

2. How many simple elementary sounds are there in English? How many compound sounds? Give lists of sharp and flat mutes; and comment on the pronunciation of the word *flags.*

3. Name the different classes of pronouns; and decline *who* and *which.* Comment on the word *which,* explaining its derivation and in what respects it differs in use from *who* and *what.*

4. Give the comparatives and superlatives of the words—*old, late, fare, nigh, up, out.*

5. Give adjectives connected by derivation with the following nouns—*world, benignity, child, man, brass, mirth, burden, wheat.*

6. Correct, where necessary, the spelling of the subjoined words—*affraid, payed, allayed, sustinence, ballance, rellieve, seize, conceive, committed, benefitted, indispensible, defensible, resolve, disolve, withold.* Give the present participle of the verbs to *fly, to dye, to cringe, to singe.*

7. Explain the force of the English prefixes *be, en,* and *for;* also of the Latin prefixes *am, dis, ob,* and *se;* also of the Greek prefixes *anti, dia,* and *syn;* and give instances of each in some word.

8. Give English affixes to nouns which denote *person*, *state*, and *diminution*, and illustrate by examples. Give the principal Latin affixes to nouns which denote *person*.

9. Give the derivation of all that you can in the following lists of words—*verb*, *Bible*, *collect*, *Heaven*, *analyse*, *pagan*, *sherry*, *knave*, *field*, *husband*, *insult*, *curfew*, *Wednesday*, *churl*, *dunce*, *brunt*, *bishop*, *wrong*.

10. What verbs are sometimes called *substantive* verbs? and why would *copulative* verbs be a good name for them? Parse the following sentences:

"Such as do ill become sons of darkness."

"Nothing in his life became him like the leaving it."

"What if it tempt you toward the flood, my lord?"

11. Explain briefly, as if to a class, what a *sentence* is: and write down two compound sentences, one co-ordinate, and the other sub-ordinate.

12. Make a clear analysis of the subjoined lines:

"Fairest of stars, last in the train of night,
If better thou belong not to the dawn,
Sure pledge of day, that crown'st the smiling morn
With thy bright circlet, praise Him in thy sphere,
While day arises, that sweet hour of prime."

LATIN.

1. State the terminations of the nominatives of the 2nd declension of nouns, and the genders of such nouns. Decline *filius*.

2. Decline *iste* in the singular, and *idem* in the plural.

3. Decline throughout *major* and *mollis*.

4. Write out the imperative and infinitive moods of the verb *sum*.

5. Write out the future imperfect of *moneo* and *rego*, and the present conjunctive of *amo* and *audio*.

GEOGRAPHY AND HISTORY.

SECTION I. GEOGRAPHY.

1. Describe the Atlantic Ocean, name its boundaries, the seas, gulfs, and bays belonging to it, and the chief rivers which run into it.

2. Where are the sources of the following rivers? State the direction in which they run, and the chief towns on their banks:—

Thames.	Clyde.	Shannon.
Great Ouse.	Forth.	Liffey.
Trent.	Tay.	Suir.

3. Name, and (if you can) show in a map, the Mountain Chains of the South of Europe, giving heights and direction.

4. Draw a map, naming rivers and seaports, of *one* of these coast-lines:

(1). From Dublin to Cork.
(2). From Gibraltar to Leghorn.
(3). From Milford Haven to Liverpool.
(4). From Aden to Bombay.

5. In what countries of Africa and Asia may cotton be grown most conveniently for the British market? Give your reasons.

6. Draw a map and describe, shortly, *one* of these islands;

(1). Ceylon.
(2). Madagascar.
(3). Iceland.
(4). Newfoundland.

7. Describe and contrast the peninsulas of the South of Europe.

8. What is meant by "Federals" and "Confederates" in North America? Name, and, as far as you can, describe the situation and circumstances of the States in each division.

SECTION II. HISTORY.

1. State what you can of the Danish invasion of England under Sweyn, its cause and consequences.

2. Name the English kings who were engaged in war with Scotland, and their chief battles, with dates.

3. Narrate, with dates, the chief events in the reign of *one* of these Sovereigns:—

Henry II.
Henry VI.
Henry VIII.

4. Give a short account of *one* of the following persons:—

Agricola.
Geoffrey Chaucer.
Thomas Cromwell.
Sir Francis Drake.
Henrietta Maria of France.
Sir John Moore.

5. State what you know about the "Peace of Ryswick," the "Peace of Amiens," and the "Peace of Tilsit."

N.B. The following questions may be taken by Candidates in Scotland, in place of those marked 1, 2, 3, & 4 :—

1. Explain how the Orkney and Shetland Islands came to be part of the kingdom of Scotland.
2. What was the most powerful Scottish family in the reign of James V., and how did it affect his reign?
3. Give a short account of the military career of Montrose.
4. Describe, briefly, how Scotland has been affected by her union with England.

SCHOOL MANAGEMENT.

Write the first line of your first answer as a specimen of copy setting in *large hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. What lessons have you been in the habit of giving during your apprenticeship? Did they form part of a series arranged by the head teacher?
2. Were your lessons prepared regularly beforehand, and given after your notes had been examined by the head teacher?
3. How often during your apprenticeship have you given lessons before your teacher with a view to criticism on your progress? How often has your teacher given model lessons before you as specimens of teaching?
4. Under how many teachers has your apprenticeship been passed? Had each teacher a different system of school keeping? What were these differences (if any)?
5. Do you think that the hours which a teacher is to devote to the instruction of pupil teachers are sufficient?
6. How often were the classes under your charge examined by the head teacher?
7. How many sets of reading books were supplied for the use of each class in your school? Did the children have fresh lessons daily?
8. How do you give a reading lesson,
   A. To children who can read tolerably well.
   B. To children who are just beginning.

9. Give a specimen of a school register for one week which will furnish the following facts :—

1. The number on the register;
2. The number present at all;
3. The average number present;
4. The average number of days attended by each child present at all.

How are 3 and 4 calculated?

10. To what extent have you kept the registers of the school in which you have been apprenticed?

MUSIC.

SECTION I.

Write down the notes of music in general use, with the corresponding rest, under each note.

SECTION II.

Define briefly (1) common time, simple and compound; (2) triple time, simple and compound; (3) explain $\frac{3}{2}$, $\frac{6}{8}$, and $\frac{2}{4}$, respectively, as indicating the time of a piece of music.

SECTION III.

Write the order of keys with sharps, giving the relative minor, and the leading note of the relative minor, in each key.

SECTION IV.

Explain the diatonic scale, and show what are the intervals between each successive note in the major mode.

ARITHMETIC.

1. What sort of a sum in simple addition would you set to your children to test their knowledge of notation, and why?

2. If I give 105 women 10*s.* 4*d.* each, and 140 boys 7*s.* 9*d.* each, how many men at 12*s.* 11*d.* each can I pay with the same money?

3. How many cart loads of coal, each 5 cwt. 16 lbs., can be supplied from a keel of 20 tons 6 cwt. 1 qr. 4 lbs.?

4. Find, by practice, what £19 13*s.* 9*d.* per day will amount to in a solar year of 365 days 5 hours 48 minutes.

5. Paid £43 15*s.* for 35 sacks of oats, each weighing 20 stone, what must I give for 4 cwt. 42 lbs.?

6. If the tax on £570 16*s.* 6¾*d.* be £38 1*s.* 1¼*d.*, how much is that in the pound?

7. If 204 men build a wall 306 feet long, 8 feet high, and 3 feet thick, in 42 days of 6 hours each, in how many days of 8 hours each will 188 men build a wall 6 feet high and 18 inches thick round a rectangular inclosure, whose length is 319, and breadth 97 feet?

8. Reduce $\frac{593369}{1017204}$ to its lowest terms, and divide it by $\frac{2}{15}$ of $4\frac{3}{8}$.

9. Add $\frac{2}{7}$ of a pound to $\frac{3}{10}$ of a guinea. Into how many shares, each $\frac{4}{5}$ of a shilling, can it be divided?

10. Reduce $\frac{7}{3120}$ to a decimal, and divide it by .3125.

11. What is the interest of £36 13*s.* 4*d.* for three years 13 weeks at $3\frac{3}{8}$ per cent. per annum?

12. If I gain 16 per cent. by selling 98 yards of cloth for £23 13*s.* 8*d.* what was the buying price per yard?

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* Female Candidates are not expected to attempt any of the following questions.

* 13. A diamond shaped kite, 2 feet broad, and 4 feet long, is covered on one face with gold leaf, which is sold in pieces 4 inches square. How many leaves does it take?

* 14. What will it cost to paper the four walls of a room whose length is 16 ft. 9 in., breadth 15 ft. 8 in. and height 10 ft. 6 in., at 9*d.* per square yard?

* 15. A gallon contains 277·274 cubic inches. How many gallons can there be in a tank 8½ feet long, 5 feet broad, and 2½ feet deep (internal measurement)?

* 16. What will be the cost of a slate tank of those dimensions, 2 inches thick, at 2*s.* a square foot?

EUCLID AND ALGEBRA.

SECTION I. EUCLID.

1. Give Euclid's definition of a plane rectilineal angle, and distinguish between acute, obtuse, and right angles respectively.

Shew how to bisect a given rectilineal angle, that is to divide it into two equal angles.

2. Show how to construct a triangle of which the

sides shall be equal to three given straight lines, any two of these lines being greater than the third.

*Point out that part of the demonstration in which it is assumed that any two of the given lines are greater than the third, and show what would be the consequence of having one of them greater than the other two together.

3. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are together equal to two right angles.

4. Prove that the interior angles of an octagon, taken all together, are always equal to twelve right angles.

5. Define a rectangle, and prove that if a straight line be divided into any two parts, the rectangles contained by the whole and each of the parts are together equal to the square of the whole line.

6. If a straight line be divided into two equal, and also into two unequal parts; the squares of the two unequal parts are together double of the square of half the line and of the square of the line between the points of section.

Prove this proposition both *geometrically* and *algebraically*.

7. Show how a right angle may be divided into three equal angles.

SECTION II. ALGEBRA.

1. State the rule which determines the *sign* of the product of two algebraical quantities.

Ex. Multiply $2x^2 - 3xy - y^2$ by $2x^2 + 3xy - y^2$.

2. Divide $x^4 + 4x^2y^2 + 16y^4$ by $x^2 - 2xy + 4y^2$, and extract the square root of $4x^2y^4 - 12x^3y^3 + 17x^4y^2 - 12x^5 7 + 4x^6$.

3. Prove the rule for finding the least common multiple of two algebraical quantities, and state how the least common multiple of three or more such quantities is to be found.

Ex. Find the least common multiple of $x^2 - y^2$, $x^2 - 2xy + y^2$, and $x^3 + y^3$.

4. Simplify the algebraical expressions:—

(*a*). $\dfrac{x^2 - (a-b)x - ab}{x^2 - (a+b)x + ab}$

(*b*). $\dfrac{1}{x-1} - \dfrac{1}{2x+2} - \dfrac{x-3}{2x^2+2}$

(*c*). $\left(x + \dfrac{xy}{x+y}\right) \cdot \left(x - \dfrac{xy}{x+y}\right) \cdot \left(\dfrac{x^2-y^2}{x^2+y^2}\right)$

5. What is meant by an algebraical surd, and what by an imaginary quantity?

Prove the following equalities:—

(a). $\sqrt{45x^3} - \sqrt{80x^3} + \sqrt{5a^2x} = (a-x)\sqrt{5x}$

(b). $(\sqrt{x} + \sqrt[4]{xy} + \sqrt{y}) \cdot (\sqrt{x} - \sqrt[4]{xy} + \sqrt{y})$
$= x + \sqrt{xy} + y.$

(c). $\dfrac{1+\sqrt{-1}}{1-\sqrt{-1}} = \sqrt{-1}.$

6. Solve the equations,—

(a). $\dfrac{x+3}{2} - \dfrac{3x-1}{20} - 3\dfrac{1}{5} = \dfrac{11-x}{5}$

(b). $2x - \dfrac{3x+5}{x-5} = \dfrac{6x-13}{3}$

(c). $x = a - \sqrt{2ax + x^2}.$

7. A, having three times as much money as B, gives B £150, and then finds that he has only half as much again as B. How much had each at first?

DOMESTIC ECONOMY.

SECTION I.

1. Mention some of the usual means of warming a school-room. Which of these do you prefer, and why?

2. For what reasons is it important that every school should be provided with a separate room for the reception of hats, cloaks, &c.? Can you give any suggestions as to the situation and fitting up of such rooms.

3. In what respects is it in the power of a thoughtful and judicious teacher to contribute to the health, comfort, and happiness of those under her care, both in the school-room and in the play ground? Answer this question, as far as possible, in a practical manner.

SECTION II.

1. Why is milk the most suitable food for young animals? Arrange under their respective heads some of the chief articles of food, pointing out distinctly the purpose which each is peculiarly qualified to serve.

2. What purpose is served by the use of *yeast* in bread making? Give, in a clear and simple form, such directions for making bread as are suitable to a very small family.

3. Why does milk always become sour after it has been kept a certain time? What precautions would you recommend in order to delay this change?

SECTION III.

1. Give a full account of the methods actually employed, and of the time spent, in your school in teaching needlework to the Pupil Teachers, and to the children, respectively.

2. *If you have not been a Pupil Teacher*, state what would be, in your opinion, the best means of instructing children in needlework.

SECTION IV.

1. What are the advantages, and what the disadvantages, in an economical point of view, of salting beef? What is the nature of the change which the meat undergoes during the process of salting.

2. Give precise directions for boiling meat for the table, and for making broths. Add your reasons in each case.

3. Give recipes for making an Irish stew, oatmeal porridge, coffee, and tea.

SECTION V.

1. What influence does the climate of a country exercise on the clothing of its inhabitants? What are the points to be chiefly kept in view as regards the materials of our clothing in this country, in order to the preservation of health?

2. Why is especial care required in the washing of woollen articles? Give full directions for it.

3. How would you treat a burn or a deep cut? If a child had been stung by a wasp or a bee, what remedy would you apply?

SECTION VI.

1. Give full and clear directions for scouring a room, and a list of the articles which you would require for that purpose.

2. Explain how a healthy condition of the body is promoted by copious ablution with cold water. What weekly sum do you consider sufficient for the payment of a Pupil Teacher's washing bill?

3. Write out notes of a lesson on "A candle, and why it burns."

GENERAL EXAMINATION
OF
TRAINING SCHOOLS.

CHRISTMAS, 1861.

Males—First Year.

Three hours allowed for each Paper.

Candidates not permitted to answer more than one question in each Section, except in cases where other directions are printed.

CATECHISM, LITURGY, AND CHURCH HISTORY OF THE FIFTEENTH AND SIXTEENTH CENTURIES.

SECTION I.

1. Explain and illustrate by quotations from the Bible, the following expressions occurring in the Catechism:—"Child of God;" "State of Salvation;" "Grace;" "Dangers ghostly;" "Repentance;" "Charity."

2. Write out the Fourth Commandment, and quote the texts from the New Testament which bear upon its relation to Christians.

SECTION II.

1. State the several places of the Morning Service at which the Lord's Prayer is introduced.

2. Make notes of a lesson (for children about to leave your School) on the petition—"Lead us not into temptation."

SECTION III.

Write out the answer to the question—"What meanest thou by this word Sacrament?" And make the meaning plain by shewing how the following words are to be construed with the rest in that answer:—"Given unto us;" "Ordained;" "As a means;" "A pledge;" "Thereof."

SECTION IV.

1. An account of Wicliffe and the Lollards.

2. What were the chief grounds of collision between the Popes and the Kings of England before the reign of Henry VIII.?

3. The Ecclesiastical Laws in the reign of Henry VIII.; their cause and effect.

SECTION V.

1. A short account of Cranmer's life and public acts.

2. The changes in the Liturgy in the reign of Edward VI.

3. Trace the rise and progress of different opinions on the subject of church government in the reformed churches.

SECTION VI.

1. What has been the success of the reformed doctrines in Continental Europe? What causes should you assign for the general result?

Males—First Year.

THE HISTORY, CHRONOLOGY, AND GEOGRAPHY OF THE BIBLE.

THE GOSPEL ACCORDING TO ST. JOHN.

SECTION I.

1. Draw, or describe in words, the coast line of the Mediterranean, from Tarsus in Cilicia to the mouth of the Nile.

2. Draw a map of Asia Minor, marking the provinces and towns visited by St. Paul.

3. What are the physical features of the country traversed by the Israelites in their journey from Egypt to Canaan? With what different nations were they brought into contact while passing through it?

SECTION II.

1. What punishments were appointed by the Mosaic Law for the crimes of false accusation, homicide and disobedience to parents?

2. What appears to have been the legitimate power of the Jewish kings? How was it limited, ecclesiastically and civilly?

3. What political causes led to the secession of the ten tribes?

SECTION III.

1. Give the succession of the Assyrian kings, mentioned in Scripture, from the time of Uzziah, to the time of Hezekiah; enumerate their invasions of the Holy Land; and state the limits of the period B.C. within which these events occurred.

2. Give a short account of the history of the Jews, from the death of Josiah to the proclamation of Cyrus.

State the limits of the period B.C. within which these events occurred.

3. Trace the wanderings of the patriarch Jacob, and fix the scene of the principal incidents in his life.

SECTION IV.

1. What do we know of St. John from his own writings?

2. What is related of St. John by the other Evangelists, and how would you describe his character?

3. What heresies have been supposed to have led St. John to write his gospel? Quote passages which justify this supposition?

SECTION V.

1. Enumerate the chief incidents in that portion of Our Lord's ministry which is only related by St. John.

2. Quote the testimony of John the Baptist concerning our Lord's divine mission and his own relation to Him. (St. John c. III.)

3. Where was our Lord's discourse after the feeding of the five thousand delivered? Give an analysis of it (St. John c. VI.)

SECTION VI.

1. Give notes of a lesson to your first class, illustrating the phrase "Member of Christ," on our Lord's Parable of the vine and the branches.

2. Write full notes for a lesson to a younger class on the raising of Lazarus.

3. What Old Testament prophecies are quoted by St. John in his account of our Lord's death and burial? Give notes for a collective lesson to your first and second classes on one of these prophecies.

SECTION VII.

Explain, as to your Pupil Teachers or to Adults in a Night School, four of the following passages, giving the context in each case:—

"I am the way, the truth, and the life."
"Behold the Lamb of God."
"If any man will do his will, he shall know of the doctrine."
"I and my Father are one."
"It is expedient for us that one man should die for the people."
"It is expedient for you that I go away."
"Other sheep I have which are not of this fold."

"Except a corn of wheat fall into the ground and die, it abideth alone, but if it die, it bringeth forth much fruit."

"When thou wast young, thou girdedst thyself, and walkedst whither thou wouldst; but when thou shalt be old, thou shalt stretch forth thy hands, and another shalt gird thee, and carry thee whither thou wouldst not."

Males—First Year.

GEOGRAPHY.

SECTION I.

Describe, *in words*, the boundaries, the mountain chains, the river systems, of

1. England.
2. Italy.
3. The Indian Peninsula.

SECTION II.

Describe, *in words*,

1. The coasts of the Baltic.
2. The physical features of Ireland.
3. The physical features of South America.

SECTION III.

Draw an outline map of

1. Scotland.
2. The south eastern parts of Asia.
3. The eastern coast of North America from Labrador to the mouths of the Mississippi, with parallels of latitude and longitude.

SECTION IV.

1. The natural productions of Russia, and the nature of our commerce with that empire.
2. A sketch of the progress of British settlement in South Africa; its divisions, occupations of the people, and relations with Great Britain.
3. What are the chief states of Germany; their means of internal communication, and the nature of their commerce with Great Britain?

SECTION V.

Make notes for a short lesson:—

1. On the overland route to India.
2. The whale fishery.

3. The progress, and effects of the gold discoveries, especially as they may affect intending emigrants from this country.

SECTION VI.

State how you would treat one of the following passages, considered as a reading lesson; and be careful to draw all such illustrations as you would either show or put on the black board.

1. "The Highlands, as their name shows, are covered with mountains. They consist of two great districts, the west and the north. The counties of the western highlands, of which Argyleshire is the largest and most important, are full of beautiful lakes. Loch Lomond, one of the largest and most beautiful, lies between Stirling and Dumbarton. In this district of the highlands, though farther north, rises Ben Nevis, the highest mountain in the British Islands, and the only one on the top of which a small patch of snow remains all the year round. The capital of the western highlands is Inverary; but the most important town in the north of Scotland is Inverness."

Irish Book IV., p. 63.

2. "In foreign countries fields of golden corn are sometimes varied by the slender flax, which grows only about two feet high, and when in bloom makes the surface of the land look as blue as the sky above. In other places, the tall, gloomy looking hemp plant, with its dark green but graceful foliage, and sombre flowers, grows high enough to hide the labourers who till it. In more sunny climes, the fields look like seas of gold and silver, with the yellow flowers and snow-white seed-down of the cotton plant: while in other lands, the traveller gladly flies for shelter from the tropical sun to the groves of the fibre-producing plantain, or to plantations of the cocoa nut palm."

Constable's Advanced Reading Book, pp. 128—9.

3. "The numerous voyages which have been made round the world lead to the same conclusion. Navigators, such as Magellan and Drake, sailing from Europe have pursued a course always towards the west (making only some deviations in order to double the lands which stretch towards the south) and without quitting this general direction have returned to the place whence they set out. Heemskerk when he wintered at Nova Zembla, confirmed what astronomers had concluded from the

spherical figure of the earth; namely, that the days and nights near the poles extend to several months. Finally, Cook, in approaching as near as possible to the southern polar circle, found that the voyage round was always diminished proportionably to his diminution of distance from the pole."

M'Culloch's Course, pp. 39—40.

Males—First Year.

BRITISH HISTORY.

SECTION I.

1. What improvements in the condition of Britain took place in consequence of the Roman conquest?
2. The introduction of Christianity into Britain under the Romans and under the Saxon princes.
3. The conquest of England by William I., and his war with Malcolm of Scotland.

SECTION II.

1. The events of the reign of Richard I. Who were regents during his absence from the kingdom, and what was the character of their government?
2. What were the principal clauses of Magna Charta?
3. The social life of Englishmen in the Plantagenet period, with special reference to food, dress, and amusements.

Or, in Scotland,

3. Give an account of the reign of James I., and of the principal improvements which he effected.

SECTION III.

1. The events of the reign of Edward IV.
2. Give instances of the despotic power of Henry VIII., and explain why the Parliament had so little power in his reign.
3. The acts and character of Protector Somerset.

Or, in Scotland,

3. The causes which led to the Flodden campaign, and give an account of the battle, and its results.

SECTION IV.

1. The power of the House of Commons in the reign of James I.
2. An account of the trial and execution of King Charles I.

3. The insurrections of Argyle and Monmouth in the reign of James II.

Or, in Scotland,

3. The effects of the Union on the national property of Scotland.

SECTION V.

1. The Acts of Settlement of 1689 and 1701.
2. An account of the South Sea bubble.
3. The rise of our Indian Empire.
4. The Irish rebellion of 1798, and the union with England which followed.

SECTION VI.

Write notes upon *one* of the following passages considered as a reading lesson, and when maps would be necessary as illustrations, draw them.

1. "The victory of Bannockburn put an end to all questions about the right of succession to the throne, and to the divisions and consequent weakness which had embarrassed the Scots in their preceding contests. The glory of Robert Bruce was complete; his name was unboundedly popular, and no candidate for the throne could for the future hope to supplant his descendants. Accordingly, though the barons retained their turbulence, and the authority of the crown was insufficient for the internal good government of the kingdom, yet as no dispute existed about the person of the monarch, the throne always formed the rallying point of the national independence, to such a degree, as to extinguish all hope of future conquest."

Graduated Reading Lesson, Book III., p. 268.

2. "The office of a government is to afford protection, that is, to secure the property and persons of the people from violence and fraud. For this purpose it provides ships of war, and bodies of soldiers and sailors, to guard against foreign enemies and against pirates, bands of robbers or rebels, and also provides watchmen, constables, and other officers to apprehend criminals; judges, and courts of justice for trials; and prisons for confining offenders; and in short everything that is necessary for the peace and security of the people. The expenses of the army and navy, and of everything that government provides, are paid by the people. We pay taxes and government duties for these purposes."

S.P.C.K. Reading Book IV., pp. 228–9.

3. "The history of England is emphatically the

history of progress. It is the history of a constant movement in the public mind; of a constant change in the institutions of a great society. We see that society at the beginning of the twelfth century subjected to the tyranny of a handful of armed foreigners; we see a strong distinction of caste separating the victorious Norman from the vanquished Saxon; we see the great body of the population in a state of personal slavery and brutal ignorance."

Mc Culloch, p. 302.

Males—First and Second Year.

ARITHMETIC.

Every Question is to be worked as a model for the imitation of your first class in working all similar Questions. A correct result not obtained by a clear method will be considered of no value.

Students of the first year are not permitted to answer more than one Question in each of the first five Sections; students of the second year to work four Questions in Section VI., and not more than two additional Questions from any part of the first five Sections.

SECTION I.

1. Find the difference between $\frac{\frac{2}{3} \text{ of } (\cdot 005)}{\frac{1}{12} \text{ of } \cdot 345}$, and $\frac{2}{5} \times (\frac{11}{32} - \frac{1}{130}) \div [\cdot 72 + \frac{11}{120}]$.

2. What must be added to ·356 of £2 17*s.* 10*d.* to make up $\frac{13}{15}$ of £8 19*s.* 7½*d.*?

3. Find the square roots of ·25, ·025, 3·6, and 14·4; add them together, and find the square of the sum (not more than four places of decimals required).

SECTION II.

1. If a loaf weighing 48 oz. cost 8½*d.* when wheat is at 60*s.* a quarter, what should be the price of wheat when a 6*d.* loaf weighs 32 oz. 8 dwt.?

2. A and B exchange goods: A gives B 15 cwt. of hops, the retail price of which is 58*s.* per cwt., but he reckons them at £3. 3*s.* per cwt.; B gives A 12 barrels of beer, of the retail value of 1*s.* 2*d.* a gallon, but the value of which he raises in proportion to the increased value of the hops; how much must be paid in money?

3. (1) How many yards of carpet 2 feet 8 inches wide will be required to cover a floor 19 feet 7 inches

long by 16 feet 9 inches wide? (2) How many yards would you actually have to buy, and what would be the cost at 3*s.* 4*d.* per yard?

SECTION III.

1. Goods are purchased at £28 10*s.* 6*d.* per cwt.; the trade profits are 15 per cent. on invested capital; the income tax due thereon at 9*d.* in the pound amounts to £24 3*s.* 6*d.*; how many cwts. were purchased?

2. I have £2,400 in the Three per Cents. I sell out at 90½; invest the money in debentures, paying 5½ per cent, purchasing them at 111; what is the difference in annual income?

3. How much per cent. is paid to the booksellers when 11*s.* 4*d.* is charged to them for a 16*s.* book, 25 copies are given for 24, 10 per cent. is deducted from the amount for commission, and the money is paid 5 months after the expiration of the year, the interest of the money due being reckoned at 5 per cent. for the last 5 months?

SECTION IV.

1. What must be the depth of a cylindrical tank to hold 50,000 gallons, its diameter being 12 feet?

2. The length of a piece of four-sided timber is 18 feet 6 inches, the breadth at the greater and less ends 1 foot 6 inches, and 1 foot 3 inches, respectively, the thickness at the greater and less ends 1 foot 3 inches and 1 foot, respectively; find the solid content.

3. Find the cost of covering a roof with lead at 18*s.* per cwt. on the following data:—the length of roof is 43 feet, breadth 32 feet; the guttering is 57 feet long, and 2 feet wide; the former requires lead at 9·831 lbs., and the latter at 7·373 lbs. to the square foot.

SECTION V.

Write notes for a lesson to a class—

1. Commencing long division;

Or,

2. On decimal fractions.

3. If 231·733 is to be multiplied by 41·5769, and the result is only required to three places of decimals, show how to obtain it by the shortest possible method.

SECTION VI.

For Students of second year only.

1. A man allows his agent 1*s.* in the pound for collecting his rents; he spends $\frac{1}{7}$th of his net income in insuring his life, and this part is exempt from income

tax; his income tax (at 10*d.* in the pound) is £38. 19*s.*; what is his gross income?

2. I buy a set of watches at 50*s.* each; I sell them again at a profit of $\frac{1}{10}$th the prime cost, but for ready money I deduct 5 per cent.; for every 8 that are sold for ready money 5 are sold without discount; what will be the gain per cent. on the money invested?

3. If for 1 sovereign I can buy 11 gulden 12 kreutzers, or 25·5 francs, and for one 20-franc piece I can buy 9 gulden 20 kreutzers, how much do I gain per cent. by buying French gold with my English gold before buying German money? (N.B.—1 gulden = 60 kreutzers.)

4. A B C are sent to empty a cistern by means of two pumps of the same bore. A and B go to work first, making 37 and 40 strokes, respectively, per minute; but after 5 minutes, they make each 5 strokes less a minute, and after 10 minutes more A gives way to C, who works at the rate of 30 strokes a minute. The cistern is emptied in 22 minutes altogether, and the men are paid 12*s.* 7*d.* for their labour. How shall the money be divided?

5. A B C join in an enterprise, to which they are to contribute in the proportion of 3, $3\frac{1}{9}$, $3\frac{2}{9}$ respectively. A pays down £220. 10*s.*, B £205. 4*s.*, and C £213. 15*s.* What must each one pay to the others, or receive from them, to make the proportion of capital accurate?

6. A cistern 12 feet long, 2 feet 4 inches wide, and 9 inches deep, contains pulp for making paper. If half the volume of the pulp is lost in the process of drying, how many sheets of paper 8 inches by 6 will be obtained if 300 sheets in thickness go to the inch?

Males—First Year.

ENGLISH GRAMMAR.

Every Candidate is required to write out the paraphrase and do the parsing. Besides this, he is to choose one question in each of the other sections.

SECTION I.

Punctuate *one* of the following passages, and then paraphrase it—

In *pursuing* the analysis of any phenomenon the *moment* we find ourselves stopped by *one* of which we perceive no analysis and *which* therefore we are forced to refer *at* least provisionally to the class of ultimate

facts and to regard *as* elementary the study of that phenomenon and of *its* laws becomes a separate branch of science If we encounter the same elementary phenomenon on the analysis of several composite *ones* it becomes *still* more interesting and assumes additional importance *while at* the same time we acquire information *respecting* the phenomenon itself by observing *those* with *which* it is habitually associated *that* may help us at length to its analysis.

Sir J. Herschel: Discourse on the Study of Nat. Phil.

Or,

It is obvious to *observe* how *near* a resemblance this statute of distributions *bears* to our ancient English Law which Sir Edward Coke *himself* though he doubted the generality of *its* restraint on the power of *devising* by will *held* to be universally binding in point of conscience at least upon the administrator or executor in the case of *either* a *total* or partial intestacy It also bears some resemblance to the Roman Law of Succession *which* and *because* the Act was penned by an eminent civilian *has* occasioned a notion *that* the Parliament of England copied *it* from the Roman prætor though indeed it is *little* more than a restoration with some refinements and regulations of our old constitutional law. *Blackstone: Of Wills of Personal Property.*

Or, (in Scotland),

An easy unforced strain of sentiment runs through *their* compositions though at the *same* time we *may* observe *that* amidst the most elegant simplicity of thought and expression *one* is sometimes surprised to meet *with* a poor conceit *which* had presented *itself* unsought *for* and *which* the author had not acquired critical observation *enough* to condemn A bad taste seizes with avidity these frivolous beauties and *even* perhaps a good taste *ere surfeited* by them they multiply *every* day more and *more* in the fashionable compositions nature and good sense are neglected laboured ornaments studied and admired and a total degeneracy of style and language prepares the way for barbarism and ignorance.

Hume: Hist of England. App. IV.

SECTION II.

Parse the words in italics in the passage you have selected for paraphrase in the preceding section.

SECTION III.

1. Select from the passage you have paraphrased words that exemplify the following grammatical terms—

inflected, uninflected — regular, irregular — concord — government. Explain each example, as to a class.

2. From the given passages find examples showing:

(*a*). That a verb agrees with its nominative case in number and person.

(*b*). Adverbs may consist of more than one word, and may qualify other adverbs.

(*c*). That prepositions may be used absolutely.

(*d*). That a sentence may sometimes be a nominative to a verb.

SECTION IV.

1. Give instances in which the spelling of English words is undergoing a change.

2. How do you define a conjunction? Select from the passages on the other side of this paper, instances which illustrate your definition, or which require explanation.

3. Give the exact meaning and origin of eight of these words, which occur in the selected passages:

Analysis, phenomenon, provisionally, ultimate, elementary, associated, distributions, conscience, civilian, refinement, sentiment, simplicity, conceit, frivolous, critical, surfeit, degeneracy, barbarism, parliament.

SECTION V.

1. Make out a list of English pronouns, and classify them.

2. How many moods and tenses do you reckon in conjugating an English verb? Name them.

3. Make out a list of English auxiliary verbs, pointing out the peculiar use of each.

SECTION VI.

Give a short analysis of the subject matter of the chapter, or portion of chapter, selected for this grammar paper, to be judged chiefly as an exercise in English Composition.

(It must not exceed eight lines.)

Males—First Year.

SCHOOL MANAGEMENT.

Write the first line of your first answer as a specimen of copy setting in *large hand*; and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

1. What are the advantages and disadvantages of simultaneous reading?

2. What are the qualities of good reading?

3. Describe the successive steps by which you intend to teach reading, beginning with children who can only read monosyllables.

SECTION II.

1. What is the best method of teaching spelling? Give reasons.

2. Write down classes of words in which you would expect to find the greatest difficulty in securing accurate spelling. State how you would deal with each.

3. Describe a course of dictation lessons, graduated so as to illustrate difficulties in spelling.

SECTION III.

1. What are the qualities of good penmanship?

2. How should a pupil teacher manage a writing class of thirty children, when the lesson is only half an hour long, so as to give the required supervision to each child?

SECTION IV.

1. Arrange a series of lessons for a class beginning subtraction, explaining what difficulties you would anticipate and how would you surmount them.

2. Write out notes for a first lesson on "Practice".

SECTION V.

1. Put down a course of arithmetic lessons for a rural school, where the children do not remain after 11 years of age.

If any of the children shewed great aptitude, in what kind of arithmetical questions would you exercise them?

2. What industrial occupation or drill would you devise for the children to promote order, and rouse flagging attention?

3. What subjects are best suited for oral lessons? Write notes of a collective lesson to a first and second class, on "Cleanliness."

Males—First Year.

ALGEBRA.

SECTION I.

1. Reduce $5\ (x^3 - x\ y^2) + 12\ (x^2\ y - y^3) - 4\ x\ y\ (x + y) + 3\ y\ (x^2 + y^2) - 4\ x\ (x^2 - y^2)$ and find the value of the quantity when $x = y = 1$.

2. Multiply $4a^3b - 3ab^3 + 6a^4 - 9a^2b^2 + 2b^4$ by $2a^2 - b^2 + 2ab$.

3. Divide $x^4 - 2a(a-b)x^2 + (a^2+b^2)(a-b)x - a^2b^2$ by $x^2 - (a-b)x + b^2$.

SECTION II.

1. Reduce

$$\tfrac{1}{3}\left(\frac{1-2x}{x^2-x+1}\right) + \tfrac{1}{2}\left(\frac{1+x}{x^2+1}\right) + \tfrac{1}{6}\,\frac{1}{x+1}.$$

2. Find the greatest common measure of $3x^4 + 2x^3 + 3x + 2$ and $4x^3 + 10x^2 + 4x - 2$.

3. Find the least common multiple of $x^2 - 1$, $x - 1$, $x^2 + 5x + 4$.

SECTION III.

Solve one of the following:—

1. $$\frac{5\frac{1}{4} - \frac{x}{6}}{27} - 61\left(\frac{x}{6} - 1\right) = \tfrac{1}{2}\left(\frac{x}{18} - \frac{59}{54}\right) - \tfrac{11}{13}\left(9x + \tfrac{1}{25}\right).$$

2. $$\left\{\begin{array}{l} \dfrac{3x-2y}{3} + \dfrac{11y-2}{8} = \dfrac{4x-3y+5}{7} + \dfrac{45-x}{5} \\ 2x + 10 = 3y + 1. \end{array}\right.$$

3. $$\left\{\begin{array}{l} x + y + z = 1 \\ (b+c)x + (c+a)y + (a+b)z = 0 \\ bcx + acy + abz = 0 \end{array}\right.$$

SECTION IV.

1. A merchant, after allowing £1,600 for his annual expenditure, increases his property every year by a fourth part, and at the end of 2 years is richer than at first by £9,000: what property does he begin with?

2. The sum of two numbers is 22 and the sum of their cubes 2926; find them.

3. A wine merchant sold 7 dozen of Sherry and 12 dozen of Claret for £50, and finds that he sold 3 dozen more of Sherry for £10 than of Claret for £6. What was the price of each?

SECTION V.

1. Prove the rule for finding the greatest common measure of two quantities.

2. Prove that $\frac{a}{b} + \frac{b}{a}$ can never be less than 2, whatever are the numerical values of a and b.

3. Investigate a rule for pointing in the extraction of the square root of a decimal fraction.

SECTION VI.

Draw up notes of a lesson on "circulating or recurring decimals."

Males--First Year. LATIN.

SECTION I.

1. Decline *nubes* throughout.
2. Decline *vis, puppis.*
3. Put down the genitive plural of *pecus, parens, animal, cervix;* the dative singular of *merces, miles, facies.* State the rules under which each noun falls, or to which it is a recognized exception.

SECTION II.

1. Decline *acer, totus.*
2. Decline *melior, ambo.*
3. Give the rules for forming the comparative and superlative of adjectives in—*us,*—*er,*—*lis,* respectively.

Parse *prior, plurimus, ultimus, extremus.*

SECTION III.

1. Decline *aliquis, unusquisque.*

Parse *cujus, cujas, quemquam, ulli.*

2. How many moods are there of a verb? And what is the signification of each? What are the peculiarities of deponent verbs? What is the rule for forming the imperfect subjunctive, and the pluperfect subjunctive?
3. Write out, in all the persons of each number, the future indicative tense of *rego,* the present subjunctive of *audio,* and the pluperfect indicative of *moneo.*

Parse and translate *amaverim, monento, regat, audi, amabere, monebare, regemini, audiris.*

SECTION IV.

1. Write out the subjunctive mood of *esse.*
2. Write out the present indicative of *malo;* the perfect indicative of *possum;* the future indicative of *volo;* and the pluperfect subjunctive of *fero.*
3. Parse the words *possemus, fiat, nolite, voluerint, ibit, tulerunt, sustulit, esurus.*

SECTION V.

1. Translate and parse every word in these sentences:—

Multum doloris ex meo vulnere ceperant.
Servum Athenas misit.
Venit Sacerdos, ut aram floribus cingeret.

2. Translate into Latin—

He had conquered his enemies.
vincere hostes

They have unwillingly broken the laws of their
invitus violare lex
country.
patria

The boy's industry is so great that he can
puer industria tantus posse
learn all [things].
discere omnis.

Males—First Year.

EUCLID.

SECTION I.

1. Define parallel lines. Write out the 12th axiom. Prove that if a straight line falling on two other straight lines, make the alternate angles equal to each other, these two straight lines shall be parallel.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them of the other; the base of that which has the greater angle shall be greater than the base of the other.

3. In any right angled triangle, the square which is described upon the side subtending the right angle, is equal to the squares described upon the sides which contain the right angle.

SECTION II.

1. Define a rectangle and a gnomon. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.

2. If a straight line be bisected and produced to any point, the square of the whole line thus produced, and the square of the part of it produced, are together double of the square of half the line bisected, and of the square of the line made up of the half and the part produced.

3. Describe a square that shall be equal to a given rectilineal figure.

SECTION III.

1. Equal straight lines in a circle are equally distant from the centre, and conversely those which are equally distant from the centre are equal to one another.

2. A segment of a circle being given, describe the circle of which it is the segment.

3. If from any point without a circle two straight lines be drawn, one of which cuts the circle, and the other touches it; the rectangle contained by the whole line which cuts the circle, and the part of it without the circle shall be equal to the square of the line which touches it.

SECTION IV.

1. When is a rectilineal figure said to be inscribed in a circle? When is it said to be described about it? Describe a circle about a given triangle.

2. Describe a square about a given circle. Describe also a regular octagon about the same circle.

3. Inscribe an equilateral and equiangular pentagon in a given circle.

SECTION V.

1. "The 1st Book of Euclid may be divided into three parts." Show that this is true, and define the three parts.

2. Show, by examples, how propositions of Book II. may be illustrated algebraically.

3. Show that no regular figures, except the triangle, the square and hexagon, can be made use of to fill up the space round a point in a plane.

Males and Females—First and Second Years.

W E L S H.

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1. Translate into English *one* of the following passages:—

"A wyddost ti yr amser i eifr gwylltion y creigiau lydnu? a fedri di wylied yr amser y bwrw yr ewigod loi? A gyfrifi di y misoedd a gyflawnant hwy? ac a wyddost ti yr amser y llydnant? Ymgrymmant, bwriant eu llydnod, ac ymadawant a'u gofid. Eu llydnod a gryfhâ, cynyddant yn y maes; ânt allan, ac ni ddychwelant attynt hwy. Pwy a ollyngodd yr asyn gwyllt yn rhydd? neu pwy a ddattododd rwymau yr asyn gwyllt?"

"Dilynwch gariad, a deisyfwch ddoniau ysprydol: ond yn hytrach fel y prophwydoch. Canys yr hwn sydd yn llefaru a thafod dieithr, nid wrth ddynion y mae yn llefaru, ond wrth Dduw: canys nid oes neb yn gwrando: er hynny yn yr ysprydy mae efe yn llefaru dirgeledigaethau. Eithr yr hwn sydd yn prophwydo, sydd yn llefaru wrth ddynion er adeiladaeth, a chyngor, a chysur. O frodyr, na fyddwch fechgyn mewn deall: eithr mewn drygioni byddwch blant; ond mewn deall byddwch berffaith."

2. Translate into Welsh *one* of the following passages:—

"There is a tinge of quiet humour in the main title of this book, which may mislead some readers at the first glance; but a careful perusal of even the first page will convince them, that many persons, whose education has not been neglected in the ordinary sense of the word, may derive infinite advantage from a knowledge of the wise and thoughtful letters contained in this volume. They are marked by a logical clearness, a wise thoughtfulness, and a fertility of illustration, for which we may elsewhere look in vain."

"We now witnessed the most interesting sight of the whole pageant. The King came forward, accompanied by the Queen, and exchanged salutations with the people. Then came the Prince and Princess, who were equally well received; but suddenly his Royal Highness retired, and immediately returning, held aloft in his arms his eldest son, a thriving child about two years old, whose fine ruddy appearance and infantine glee threw the thousands of people, that gazed up at him from below, into a state of enthusiastic joy."

NOTE.—The above passages, one in each language, must be translated satisfactorily before any marks can be allowed for the following grammatical questions:—

GRAMMATICAL QUESTIONS.

1. Show the mutations of the following nouns, *ceiniog*, *punt*, *treth*, when preceded by the possessive pronouns, *fy*, *dy*, *ei*, *eu*.

2. Give rules for forming the plurals of Welsh nouns, with a few examples.

3. Conjugate the verb *adwaen:* in what respects does its usage differ from that of the verb *gwybod?*

4. What are the rules for the use of possessive pronouns before verbs?

5. Translate the following verses from the Book of

Proverbs, and add explanations of any unusual words which you may think necessary, viz. :—

DIARH. xi. 13. "Yr hwn a rodia yn athrodwr, a ddatguddia gyfrinach; ond y ffyddlawn ei galon a gela y peth."

xiv. 15. "Yr ehud a goelia bob gair; a'r call a ddeil ar ei gamrau."

xvii. 10. "Un sen a ofna y call yn fwy, na phe baeddid y ffol ganwaith.

xviii. 18. "Y coel-bren a wna i gynhennau beidio, ac a athrywyn rhwng cedyrn.

6. Write, in Welsh, a *short* essay on the best and most expeditious method of teaching English in Welsh schools.

No marks will be allowed for this essay unless three at least of the preceding grammatical questions have been answered fully and satisfactorily.

Males and Females—First and Second Years.

MUSIC.

Acting teachers *not under examination as students* must file with this paper, through the left hand upper corner, the certificate which they are required to produce from some competent person (such as the organist of their church, &c.) to the effect that they possess such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing. Candidates *under examination as students* need not file any certificate with this paper. Their certificates are separately furnished by the College authorities.

I. Name the *key notes* which answer to the Scales of one, two, three and four sharps, and of one, two, three and four flats, respectively; both Major and Minor.

II. What is meant by Accidentals? How are they indicated, and why are they employed?

III. Write out in a line all the different notes employed in music, according to their relative *duration*. Give the name of each, and the corresponding rests.

IV. Explain the difference between *Time* and *Accent*.

V. What is Common and what is Triple time? Give two examples of each, (1) in their simple and (2) in their compound form.

VI. How should "*Time*" be taught to children in school?

MUSIC.

This paper is to be kept solely in the hands of those who preside at the Music Examination. The explanations given below are to be read *verbatim* to the Candidates, without any addition; and the other directions, as printed in italics, are to be strictly adhered to.

All the Music here given is to be written by the Candidates *before* the questions on their own papers are answered.

The Examiner will place himself at the Piano or Harmonium—the Candidates not being in sight of the keys,—and will proceed to read as follows.

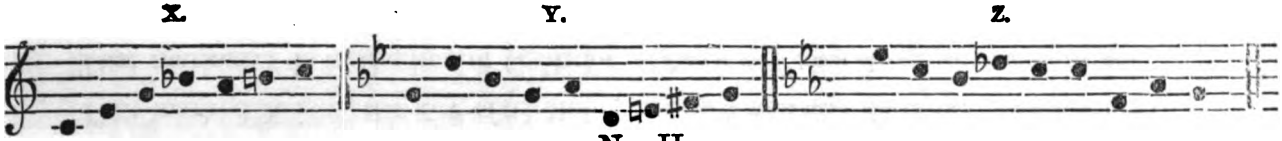
No. I.

Three passages of Music, marked X, Y, Z, will be played to you slowly three times over. You will endeavour, after hearing each, to write it in the proper place on your examination papers from memory, regarding merely the *pitch* of the notes, and not noticing at present the duration of them.

That marked X is in the key of C Major. (*Play it three times slowly and wait till written.*)

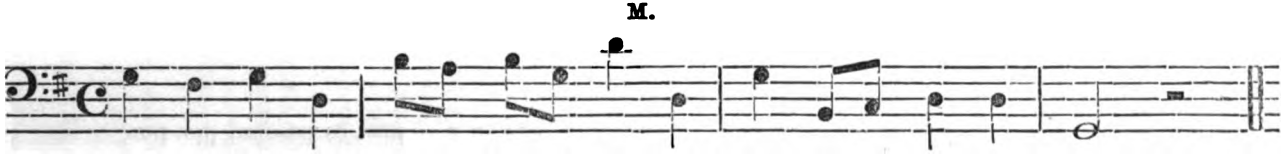
That marked Y is in the key of G Minor. (*Play it three times slowly and wait till written.*)

That marked Z is in the key of E ♭ Major. (*Play it three times slowly and wait till written.*)



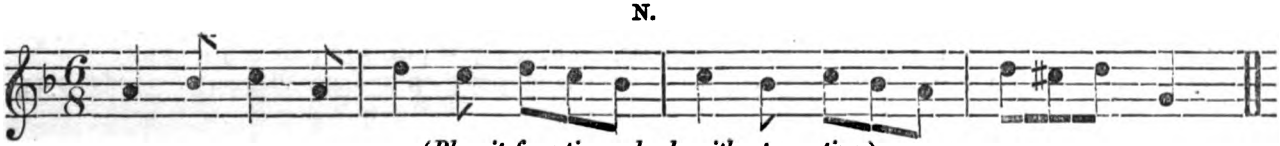
No. II.

Two more passages, marked M and N, will now be played, which you will endeavour to write from memory. The first (marked M) is in the scale of G Major, in Common Time, and is to be written in the Bass Cleff.



(Play it four times slowly without counting.)

The second passage (marked N) is in the scale of F Major, in $\frac{6}{8}$ time, and is to be written in the Treble Cleff.



(Play it four times slowly without counting.)

Males and Females—First and Second Year.

GAELIC.

Candidates are *not* restricted to one exercise in a section.

Section I.

1. *Translate the following passage into English as closely as the idiom will permit.*

1. Thuit gath soluis air anam na h-òighe;
Las i suas fa chòir an righ;
Thionndaidh i a h-aghaidh ri Cathmor,
A ciabh bhog anns na h-osnadh a' stri.

5. "Reubar iolair nan speur àrd
O mhòr shruth gaoithean nan gleann
'N uair a chi e na ruadh bhuic f'a chòir,
Clann eilid nam faoin bheann,
Mun tionndaidh Cathmor nan cruaidh bheum
O 'n strì mu 'n èirich dàn."

2. *Parse the following words, and show any grammatical connections that they have with other words in the sentence.*

Line 1. Soluis.
—— 3. Thionndaidh.
—— 4. A *and* a'.
—— 5. Reubar.
—— 6. Shruth.
—— 7. A *and* chi.
—— 9. Tionndaidh.
—— 10. 'N, *in both places.*

Section II.

1. *Translate into English as closely as the idiom will permit:*

Ma philleas tu a rìs, O Israeil, deir an Tighearn, a m'ionnsuidh-sa pillidh tu; agus ma chuireas tu air falbh do ghràineileachdan o m' làthair-sa, an sin cha ghluaisear thu; ach mionnaichidh tu, mar is beò an Tighearn, ann am firinn, ann am breitheanas, agus ann an ionraeas; agus beannaichidh na cinnich iad féin ann-san, agus ann-san ni iad uaill.

2. *Parse the following words and show their grammatical connection with other words in the sentence.*

Philleas.
Deir.
Pillidh.
Ghluaisear.
Am.
Ann.
Na.
Cinnich.
Ni.

Section III.

1. *Translate the following passage into Gaelic, as closely as you can:—*

"And there came a messenger unto Job, and said, The oxen were ploughing, and the asses feeding beside them, and the enemy fell upon them, and took them away. While he was yet speaking, there came also another, and said, The fire of God is fallen from heaven, and hath burned up the sheep and the servants, and consumed them. And there came also another, and said, Thy sons and thy daughters were eating and drinking wine in their eldest brother's house, and, behold, there came a great wind from the wilderness, and smote the four corners of the house, and it fell upon the young men, and they are dead. Then Job said, The Lord gave, and the Lord hath taken away; blessed be the name of the Lord."

Section IV.

1. *Give the genitive or possessive singular and plural, of* fear, bean, each, cearc, cù.

2. *Explain, as to a young class, the rule for the arrangement in Gaelic, that distinguishes* Bhuail mi e, *and* Bhuail e mi, *and explain how the English of these expressions may be variously arranged without altering the sense.*

3. *What simple tense of the English verb is wanting in the Gaelic, and what simple tense of the Gaelic verb is wanting in the English; and how is the want supplied in translating from the one language into the other? Illustrate by the verbs* Buail *and* Strike.

Males—First Year—Scotland.

CATECHISM AND CHURCH HISTORY.

SECTION I.

1. Mention the two sections into which the Catechism is divided. Quote the answer in which the division is announced, and mention the chief topics treated of in each section.

2. Give the different names by which the third Person of the Holy Trinity is mentioned in the Catechism, and quote the answers which refer to His personality and operations.

SECTION II.

Answer *one* of the following questions; divide the answer into separate clauses, attach one Scripture proof to each clause, and treat the question as the subject of a lesson.

1. What is the misery of that estate whereinto man fell?

2. What benefits do believers receive from Christ at death?

3. What is prayer?

SECTION III.

1. How many of the ten commandments have reasons annexed to them? What are those annexed to the second commandment? With each reason give the precise words of the commandment which it supports.

2. How is the Lord's Prayer analysed in the Catechism? State what we pray for in the sixth petition.

3. How many benefits are specified as being enjoyed *in this life* by those who are effectually called? Explain the fifth of these benefits.

SECTION IV.

In connexion with what questions could you illustrate the following subjects?

1. Regeneration.
2. The atonement.
3. The power of Satan.

Show how you would treat *one* of these subjects in explaining the Catechism.

SECTION V.

1. What was remarkable in the condition of the Popedom at the beginning of the 15th century? How many Popes were deposed, and by what councils, in the first half of the century?

2. What individuals and parties were most distinguished by their opposition to the Church of Rome in the 15th century?

3. In what sense was Patrick Hamilton the *protomartyr* (first martyr) of the Reformation in Scotland, and how and why should the epithet be qualified?

4. Mention the leading facts in the history of—

Martin Luther, *or*
Thomas Cranmer, *or*
John Knox.

Males—Second Year.

THE BOOK OF COMMON PRAYER.

SECTION I.

1. "And whereas heretofore there hath been great

diversity in saying and singing in churches within this Realm, some following Salisbury use, some Hereford use, and some the use of Bangor, some of York, some of Lincoln, now from henceforth all the whole Realm shall have but one use." Explain this passage.

2. "The keeping or omitting of a ceremony, in itself considered, is but a small thing." What reasons then are given in the preface "Of ceremonies," why some be abolished and some retained?

3. What seasons of fasting or special prayer are appointed in the prayer book? When are the Ember weeks? Why so called? What is their object? What warrant is there in the New Testament for such observances?

SECTION II.

1. Quote the prayer of Saint Chrysostom. Who was he? "Who has given us grace—to make" Explain these words. Where is the promise referred to? Is it absolute? What is the meaning of "expedient?"

2. When was the Prayer for "The high court of Parliament" introduced? Explain the true meaning of the words "religious and gracious." Who is the supposed author of the "Prayer for all conditions of men?" What grammatical peculiarities are there in it?

3. Quote the collect for the first Sunday in Advent. Parse the words in italics in these quotations—"*put* upon us" "in *which* thy son." Give quotations from the Bible to illustrate different parts of the collect.

SECTION III.

1. Give an account of the divisions of the ecclesiastical year, with the rules for determining Advent Sunday and Easter Day.

2. What are the services appointed for Ascension Day? What is the great practical lesson we are to learn from the record of Christ's ascension? What is the true meaning of the saying, "our conversation is in heaven?" How is it connected with Christ's ascension?

3. Give an analysis of the Baptism service. In what respects do the Baptism of infants, and the Baptism of adults vary? What is the real duty of sponsors for infants?

SECTION IV.

Give an account of the service for the Burial of the Dead. What objections are made to the indiscrimi-

nate use of the service? and how would you answer them? Show from the Scripture that we ought to hope the best for all men, and that this charitable feeling pervades all the service.

SECTION V.

1. Explain the following passage from the Psalter:—

"There were they brought in great fear, even where no fear was."

"The ungodly which is a sword of thine."

"They prevented me in the day of my trouble."

"Your heart shall live for ever."

"Shall the dust give thanks unto thee?"

and the words "*quick*", "*inditing*", "*bulwark*", to "*knap*", "*runagate*." "*I am become a monster*."

2. How should we understand and use the Psalms called "Imprecatory Psalms?" How are the words "let their habitation be void, &c.;" "let another take his office," illustrated by Saint Peter?

SECTION VI.

In the "Ordering of Priests" what are the chief questions asked of the candidates for such orders? What does the Bishop say is the chief duty of a Deacon? and what are consequently the Offices which the people are entitled to expect from persons ordained in our church?

Arrange your answer in the simplest form; as for a lesson to children, to instruct them in the proper relation which the church system presumes to exist between the Minister and his charge.

Males—Second Year.

HOLY SCRIPTURE.

ACTS OF THE APOSTLES. THE FIRST EPISTLE TO THE CORINTHIANS.

SECTION I.

1. How many visits of St. Paul to Antioch are recorded in the Acts of the Apostles? Give some account of each of them.

2. Give a connected account of all that is said of St. Peter in the Acts.

3. What is meant in the history of the Acts by Asia, by Phrygia? Explain, "passing by Mysia," "Philippi, which is the chief city of that part of Macedonia and

a colony." "Gallio was the deputy of Achaia." What was the extent of this "Achaia"?

SECTION II.

1. What events in the history of the Acts of the Apostles are related to have taken place in Ephesus?

2. Make a connected narrative of the events which befel St. Paul after he was taken prisoner by the chief captain Claudius Lysias.

3. Give the substance of St. Peter's address to the multitude on the day of Pentecost, explaining such things as would require explanation, if a class were reading this chapter.

SECTION III.

Write such notes on the following passage as will show how you would treat it, supposing it to have been just read by your first class.

Acts V. 34—39. Then stood there up one in the council, a Pharisee, named Gamaliel, a doctor of the law, had in reputation among all the people, and commanded to put the apostles forth a little space; and said unto them, "Ye men of Israel, take heed to yourselves what ye intend to do as touching these men. For before these days rose up Theudas, boasting himself to be somebody; to whom a number of men, about four hundred, joined themselves; who was slain; and all, as many as obeyed him, were scattered, and brought to nought. After this man rose up Judas of Galilee in the days of the taxing, and drew away much people after him: he also perished; and all, even as many as obeyed him, were dispersed. And now I say unto you, refrain from these men, and let them alone; for if this counsel or this work be of men, it will come to nought: but if it be of God, ye cannot overthrow it; lest haply ye be found to fight against God."

SECTION IV.

In answering one of these questions you are to quote the text accurately and copiously.

1. What can you gather from the Epistle to the Corinthians as to the character of the teachers who opposed St. Paul?

2. What were the chief objects which the apostle had in view in writing this Epistle?

3. Quote passages from the Epistle to illustrate, (1) the customs of the early Christians; (2) the characteristics of the spiritual body of the resurrection; (3) St. Paul's method of settling matters of detail and

discussion, by reference to great principles, and to the analogies of nature.

SECTION V.

1. Give full notes of a lesson, on the 13th chapter, (the description of charity) quoting as much of it as you can. Explain particularly the words, "Now we see through a glass, darkly."

2. 1 Corinthians xii. 27, 28. "Now ye are the body of Christ, and members in particular. And God hath set some in the church, first apostles, secondarily prophets, thirdly teachers, after that miracles, then gifts of healings, helps, governments, diversities of tongues."

Explain and illustrate this passage.

3. 1 Corinthians ix. 19—23. "For though I be free from all men, yet have I made myself servant unto all, that I might gain the more. And unto the Jews I became as a Jew, that I might gain the Jews; to them that are under the law, as under the law, that I might gain them that are under the law; to them that are without law, as without law, (being not without law to God, but under the law to Christ), that I might gain them that are without law. To the weak became I as weak, that I might gain the weak: I am made all things to all men, that I might by all means save some. And this I do for the Gospel's sake, that I might be partaker thereof with you."

Explain these verses.

SECTION VI.

1. By what arguments does St. Paul show the certainty of our Resurrection, and how does he obviate objections to its manner?

2. Explain as for your Pupil Teachers, or as in a Night School, the following passages—if you should happen to read them in a class.

"Why do ye not rather take wrong? Why do ye not rather suffer yourselves to be defrauded?"

"Every sin that a man committeth is without the body."

"Let every man abide in the same calling wherein he was called."

"I think also that I have the Spirit of God."

"Why is my liberty judged of another man's conscience?"

"If we would judge ourselves, we should not be judged."

In each case quote as much as possible of the context of the passages you attempt to explain.

SECTION VII.

1. What is known of the "spiritual gifts" to the early church, such as, (1) "Speaking with tongues." (2) "Working of miracles."

2. What is known of Apollos, Stephanas, Aquila and Priscilla, Timotheus? From what place did St. Paul write this Epistle? What led any to suppose he wrote it from Philippi?

Males—Second Year.

GEOGRAPHY.

SECTION I.

Draw a map of

1. England.
2. The West Indian Islands.

Or, 3. Australia.

SECTION II.

The natural productions and commerce of

1. Canada.
2. India.

Or, 3. The South African Colonies.

SECTION III.

Give an account of the trade between Great Britain and the Colonies.

1. In wool.
2. In corn.

Or, 3. In timber.

SECTION IV.

1. The history of British colonization in New Zealand.
2. The European occupation of Ceylon and its present value to England.
3. The trade carried on by ships which pass through the strait of Malacca.

SECTION V.

1. The chief currents of the ocean and their probable causes.
2. The great causes of difference of climate, with instances of peculiarity.
3. What is meant by great circle sailing? What are the courses of vessels passing from Liverpool to New York and back again? Full reasons to be given in each case.

SECTION VI.

1. From what chief animal and vegetable sources do we derive fibrous material for clothing, paper, ropes, string, &c.? Mention the peculiar characteristics of each and the countries from which we import them.

2. Give an account of the chief timber trees, the characteristic properties of each, and the places where they grow most plentifully.

3. What are the chief mineral substances used for industrial purposes, excluding the metals? State from what parts of the world we derive our chief supplies of each.

Males—Second Year.

HISTORY.

SECTION I.
SAXON PERIOD.

1. The circumstances which led to the withdrawal of the Romans, and its effect on Britain.

2. The history of Redwald of East Anglia and Edwin of Deira. Sketch the rise of the Kingdom of Northumbria.

3. How long did the title "Bretwalda" remain?—Name the chief sovereigns who assumed it, giving some particulars of each.

4. Give some account of Ina. What are the chief features of his code of laws?

5. What British princes are connected with the history of Charlemagne? Who was Alcuin?

6. What was the Danelagh in the time of Alfred? Give some account of his wars with the Viking Hastings, towards the end of his reign.

7. The character of Canute. What became of the children of Edmund Ironside, and how do they again appear in the royal line?

8. What traces of the Danes now remain in population, laws, or language?

SECTION II.
FEUDAL PERIOD.

1. An account of the feudal system; the ceremonies in conferring a fief. What were the *feudal incidents?*

2. The character of Anselm, and his controversies with William II. and Henry I.

3. The charter of King Henry I. Explain the terms "tallage," "scutage," "wardship," "tenant in tail."

4. The state of the country in the time of Stephen.

5. What were the courts of law under the Plantagenet Princes? Explain fully how justice was administered throughout the country. What were the penalties for ordinary offences?

6. The wars with Scotland in the reign of Henry III. Who were claimants to the Scotch throne on the death of Alexander III.?

7. The life and character of Philippa, queen of Edward III.

8. The causes and results of Cade's Insurrection in 1450.

9. The history of the introduction of printing into England.

SECTION III.

1. What were the statutes of livery and maintenance, and of fines? What was "benefit of clergy"? In what was it beneficial or noxious? What laws were passed to restrict it?

2. The progress of maritime discovery and commerce in the reign of Henry VII.

3. The extension of the Royal authority in Wales and in Ireland in the reign of Henry VIII.

4. The war with Scotland in the reign of Edward VI.

5. The causes and consequences of the popular discontent and insurrections in the reign of Edward VI.

6. The character and acts of Sir Philip Sydney, Sir Francis Drake, or Secretary Walsingham.

7. The increase of trade in the reign of Queen Elizabeth.

8. The growth of the power of Parliament in the reign of James I.

9. The different methods to which Charles I. resorted to raise a revenue before the long Parliament, with full particulars of Hampden's case.

SECTION IV.

1. Cromwell's wars in Scotland from 1649 to 1654.

2. The civil history of England during the Protectorate of Richard Cromwell and to the Restoration.

3. The foreign policy of the Cabal ministry in the reign of Charles II.

4. The insurrection of the Duke of Monmouth.

5. The war with France which ended in the treaty of Ryswick.

6. The campaigns and character of the Duke of Marlborough.

7. An account of the attempts made at different times to procure the union of Scotland and full particulars of the act of union in 1707.

8. Some account of social life in England during the Stuart period.

SECTION V.

FROM 1714 TO 1815.

1. The progress of religious toleration during this period.

2. The attempts made by the Stuart party to disturb the Hanoverian succession.

3. The conquest of Canada.

4. The progress of manufacturing industry in the reigns of George II. and George III.

5. The American war of Independence.

6. The spread of Jacobinism in England during the French revolution, and its influence on the foreign policy of the country, and on the state of public credit.

7. The chief articles of the first and second treaties of Paris in 1814 and 1815, and the particulars of settlement of European boundaries by the congress of Vienna.

8. The affairs of the Indian Empire under Governor Warren Hastings; an account of his impeachment and its result.

9. A history of the attempts made to educate the children of the labouring class in the reign of George III.

Males—Second Year.

ENGLISH GRAMMAR AND COMPOSITION.

The first and third Sections refer to the Second Book of Milton's "Paradise Lost."

The second and fourth to Shakespeare's play of "The Merchant of Venice."

You must confine yourself to *one* of these authors.

Your paper will not be read over unless it contains a paraphrase of *one* of the passages (including the parsing of the words in italics in the same passage.)

You may take the other questions for answering at your discretion from any of the Sections, but you must *not attempt to answer more than six questions* (exclusively of the paraphrase and parsing). You are advised to confine yourself, as far as possible, to the questions arising upon your paraphrase.

SECTION I.

MILTON. PARADISE LOST, B. II.

"*Thus* they their doubtful *consultations* dark
Ended, *rejoicing* in their matchless chief:
As when from mountain tops the dusky *clouds*
Ascending, *while* the North wind sleeps, *o'erspread*
Heaven's cheerful face, the louring element
Scowls *o'er* the darkened *landskip snow*, or shower;
If *chance* the radiant sun with farewell sweet
Extend his *evening* beam, the fields revive,
The birds their notes renew, and bleating herds
Attest their joy, *that* hill and valley rings."

1. Paraphrase this passage.
2. Parse the words in italics.
3. Analyse the same passage.
4. Give the substance of Belial's speech in reply to Moloch.

SECTION II.

SHAKESPEARE. (*The Merchant of Venice.*)

"*There* are a sort of men, whose visages
Do cream and mantle, *like* a standing pond;
And do a wilful *stillness* entertain
With purpose to be dressed in an opinion
Of wisdom, gravity, profound conceit;
As who should say, I am Sir Oracle,
And, when I *ope* my lips, let no dog bark!
O, my Antonio, I do know of those,
That therefore only are reputed wise,
For *saying* nothing; *who*, I am very sure,
If they *should* speak, would almost damn those ears,
Which, hearing *them*, would call *their* brothers fools."

1. Paraphrase this passage.
2. Parse the words in italics, explaining the construction of each with the rest of the sentence.
3. Analyse the last five lines.
4. Give the arguments used by the Prince of Morocco, and the Prince of Aragon before choosing one of the caskets. Quote copiously Shakespeare's own words.

SECTION III.

MILTON. PARADISE LOST, B. II.

"*What* sit we then projecting peace and war?
War hath determined us, and *foiled* with loss
Irreparable; terms of peace *yet none*
Vouchsafed or sought; for what peace will be given
To us enslaved, *but* custody severe

And *stripes*, and arbitrary punishment
Inflicted? and what peace can we return,
But *to* our power hostility and hate,
Untamed reluctance, and revenge though *slow*,
Yet ever *plotting how* the Conqueror *least*
May reap his conquest, and may least rejoice
In doing what we most in suffering feel?

1. Paraphrase this passage.

2. Parse the words in italics, explaining when necessary their grammatical construction.

3. Analyse the passage.

4. Give examples of classes of words of (1) Latin derivation, and (2) French derivation in this passage.

5. Quote passages from this Book where Milton refers to theological or political controversies of his time —to the rivers of Hell—to Tantalus—to Comets—Whom does he name as the Powers and Spirits of the nethermost abyss?

SECTION IV.

SHAKESPEARE. (*The Merchant of Venice.*)

"For *who* shall go *about*
To cozen fortune, and *be honourable*
Without the stamp of merit! *Let none* presume
To wear an undeserved dignity.
O that estates, degrees, and offices
Were not *derived* corruptly! and *that* clear honour
Were purchased by the merit of the wearer!
How many *then* should cover, *that* stand bare?
How many *be* commanded, that command?
How much low peasantry *would* then be *gleaned*
From the true seed of honour?

1. Paraphrase this passage.

2. Parse the words printed in italics, and explain their construction with the rest of the sentence.

3. Analyse the first six lines.

4. Sketch the character of Portia, illustrating it by quotations.

5. Quote the passages where Shakespeare mentions Orpheus, Hercules and Lichas, Pythagoras, Jason, the Argo—and explain them.

'So may the outward shows be least themselves,
The world is still deceived by ornament.'

What examples does Bassanio give of this? Quote them as much as possible in Shakespeare's own words.

SECTION V.

1. Give instances of the participle used as a substantive.

2. Select, from the passages you have taken, sentences which show any peculiarity in Grammar, and explain them as you would to a pupil teacher.

3. Make an analysis of the whole play of the Merchant of Venice, or of the 2nd. book of Paradise Lost.

Males—Second Year.

SCHOOL MANAGEMENT.

Write the first line of your first answer as a specimen of copy setting in *large hand:* and the first line of your second answer as a specimen of copy setting in *small hand.*

SECTION I.

No Candidate must omit any part of this Section.

From the subjoined extract from a class Register, calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all for the week.

Age	Name	Mon.		Tues.		Wed.		Thurs.		Friday	
8	J. N.	+		+	+		+		+	+	
7	N. S.				+	+	+		+		+
8½	M. E.	+		+		+	+	+		+	+
9	R. N.				+			+			+
10½	G. J.	+		+	+	+	+	+	+	+	
7½	F. R.	+	+		+						
8¾	A. B.	+		+	+			+	+		+
9½	C. D.			+				+			
9	N. M.									+	+
7	G. H.	+							+	+	
9	K. N.	+	+	+			+				+

+ means "present."

Make out a clear statement of the summaries to be prepared at the end of each quarter.

Explain exactly the way in which the registers are to be kept by your Assistants, and by yourself. How much time daily, or weekly, should be allowed for this work, and at what hours?

Explain a good method for registering the progress of children as well as their attendance.

SECTION II.

1. How would you organize a school of 150 boys, (120 in average attendance) in a small country town, with the attendance of one pupil teacher only.

2. How would you organize a mixed school in a village, average attendance 80 of all ages, without any pupil teacher?

SECTION III.

What furniture and what apparatus are necessary for a well appointed town school of 150 boys? What expedients would you employ to remedy the absence of any of these appliances?

SECTION IV.

1. How would you avail yourself of the natural "inquisitiveness" of children, without making them forward and troublesome.

2 How would you judge of the "general tone" of your school and determine whether it is healthy or not?

SECTION V.

In what cases of discipline would you seek the direct interference of the managers of your school, and in cases where you could not obtain this assistance, state how you would endeavour to supply its place.

SECTION VI.

Write a short essay on "Rewards and Punishments."

Males—Second Year.

PHYSICAL SCIENCE.

Examination in this and the following four subjects being voluntary, no marks are given for Papers which fall below the standard of FAIR.

SECTION I.

1. On what property of fluids does the spirit level depend? What is meant by *the level of the Sea?*

2. What is *friction?* How does this resistance differ when bodies are moving, and when they tend to move? Shew how it is measured in both cases. According to what law does the holding power of a rope increase as the rope is wound one or more times round an axle?

3. What is the law of attraction? Explain it numerically. Relate experiments made with a plumb line to show that all matter attracts. How was it shown that the mean density of the earth is 5·6747 times that of water? Explain clearly what is meant by *mean* density.

SECTION II.

1. What is meant (1) by *heat*, (2) by *temperature?* Give instances, of familiar occurrence, where expansion and contraction by change of temperature are made practically useful.

2. Give a full description of a self registering thermometer.

3. What is *conduction* of heat? Describe experiments to show that different substances conduct heat very differently: and give practical instances in which this property is applied, in the case of solids, liquids, and air.

SECTION III.

1. Give a simple explanation, as for children, of the fact that in a looking glass, the distance of the image behind the glass is equal to that of the object in front of it.

2. Explain vision through a convex lens, and shew why the lens magnifies.

3. Explain clearly why, in looking through a prism, objects appear coloured, and why they are seen in a different direction.

SECTION IV.

1. Give instances of production of electricity by heat.

2. Describe an ordinary electric machine, and shew how to charge a jar (1) positively, (2) negatively.

3. Describe fully the analysis of water by a voltaic current.

SECTION V.

1. State the character of carbonic acid and some of its principal sources. How may its presence in a deep well be ascertained? How may it be distinguished from nitrogen?

2. When phosphorus is burned (1) in chlorine and (2) in oxygen; explain the difference of the results.

3. What is meant by "hard water?" How is its degree of hardness measured? If lime is added to hard water, what chemical changes occur? and how is the hardness of the water affected?

SECTION VI.

1. A solution of sulphuretted hydrogen is usually observed to become milky: what is the cause of this? State the chemical equivalents, general characters, and sources of the two elements of sulphuretted hydrogen.

2. Show how to prepare ammonia, and give the reactions which take place? Describe its physical and chemical characters.

3. Show how to prepare nitric acid, and explain the chemical process. State the various compounds which nitrogen forms with oxygen: how may nitrogen be procured from the atmosphere?

Males—Second Year.

ENGLISH LITERATURE.

Three plays of Shakspeare, viz., *Julius Cæsar, Richard* II. and *Henry* IV., with *Bacon's* Essays and the History of English Literature, from Chaucer to Milton inclusive.

You must take care that your answers show that you have read *all* the selected portions.

SECTION I.

Paraphrase one of the following passages:—

1. "——Fare thee well, great heart!
Ill weaved ambition how much art thou shrunk!
When that this body did contain a spirit,
A kingdom for it was too small a bound;
But now two paces of the vilest earth
Is room enough:—This earth, that bears thee dead
Bears not alive so stout a gentleman.
If thou wert sensible of courtesy,
I should not make so fair a show of zeal:—
But let my favours hide thy mangled face;
And even in thy behalf I'll thank myself
For doing those fair rites of tenderness."

"Dear earth, I do salute thee with my hand,
Though rebels wound thee with their horses' hoofs;

As a long parted mother with her child
Plays fondly with her tears, and smiles in meeting,
So weeping, smiling, greet I thee, my earth,
And do thee favour with my royal hands.
Feed not thy sovereign's foe, my gentle earth,
Nor with thy sweets comfort his ravenous sense:
But let thy spiders, that suck up thy venom,
And heavy-gaited toads, lie in their way:
Doing annoyance to the treacherous feet,
Which with usurping steps do trample thee.
Yield stinging nettles to mine enemies:
And when they from thy bosom pluck a flower,
Guard it, I pray thee, with a lurking adder,
Whose double tongue may with a mortal touch
Throw death upon thy sovereign's enemies."

3. "That I did love thee, Cesar, O 'tis true!
If then thy spirit look upon us now,
Shall it not grieve thee, dearer than thy death,
To see thy Antony making his peace,
Shaking the bloody fingers of thy foes,
Most noble! in the presence of thy corse?
Had I as many eyes as thou hast wounds,
Weeping as fast as they stream forth the blood,
It would become me better than to close
In terms of friendship with thine enemies.
Pardon me, Julius!—Here wast thou bay'd, brave hart;
Here didst thou fall; and here thy hunter's stand,
Signed in thy spoil, and crimsoned in thy lethe!
O world! thou wast the forest to this hart,
And this, indeed, O world, this heart of thee,—
How, like a deer stricken by many princes,
Dost thou here lie!"

SECTION II.

Analyse one of the selected passages (*not* that which you have paraphrased).

SECTION III.—(*Julius Cæsar.*)

1. Sketch the action in the third Acts of this play.

2 Give a list of the characters introduced, distinguishing those to whom important action is assigned.

3. Sketch the character of Antony, or Cassius; quoting as much as possible of the play to illustrate your assertions.

SECTION IV.—(*Richard II.*)

1. What is known of any play on this subject before Shakespeare's? How many years does the action cover? Mention all the places where the scene is laid.

2. Sketch the character of the Queen. What was her subsequent history?

3. Give a full account of the third Act of this play. Illustrate these words from the play:—

"*Boling.* What says his majesty?
North. Sorrow and grief of heart
Make him speak fondly, like a frantic man.

SECTION V.—(*First Part of Henry IV.*)

1. The character of Prince Henry or Hotspur.

2. What part in the play is assigned to Owen Glendower? Give some account of his life.

3. How does Shakespeare use these words in this play:—"Expedience," "limit," "balked," "for the nonce," "the moody frontier," "half-faced fellowship," "franklin," "we have the receipt of fernside," "a bombard," "all plumed like estridges that wing the wind."

SECTION VI.

BACON. *First Part of Advancement of Learning.*

1. Paraphrase—

"This same unprofitable subtilty or curiosity is of two sorts, either in the subject itself that they handle, when it is a fruitless speculation or controversy (whereof there are no small number both in divinity and philosophy), or in the manner or method of handling of a knowledge; which among them was this: upon every particular position or attention to frame objections, and to those objections, solutions, which solutions were for the most part not confutations, but distinctions; whereas indeed the strength of all sciences is, as the strength of the old man's fagot, in the band."

2. "There be three varieties in studies whereby learning hath been most traduced." What are they? Give instances of the first.

3. Notice any passages where Bacon shows a cringing disposition.

SECTION VII.

1. Give a short account of Bacon's works, or Sir Thomas More's.

2. English historical writers before 1700.

3. Compare the styles of Milton and Dryden's poetry, or the prose writing of Milton and Bacon.

Males—Second Year.

MECHANICS.

SECTION I.

1. Two men pull each with a force of 80 lbs. in different directions, making an angle of 60° with each other, at the end of a rope, passing freely round a fixed point. Find the pressure produced on the point.

2. A lever is acted upon at one end by a force of 50 lbs., which, by means of a pulley, tends to draw it up, and by a weight of 30 lbs. acting downwards at a distance of 10 feet from that end: where must the fulcrum be placed that the two forces may be in equilibrium, and what will be the pressure upon it?

3. A weight of 21 cwt. 1 qr. 20 lbs. is to be lifted by means of a crane, of which the axle for receiving the rope is a foot in diameter, and carries a wheel of 50 teeth, worked by a pinion of 6 teeth: what force must a man exert at the handle of the winch by which the pinion is worked, and of which the arm is 16 inches long, in order to raise the weight?

SECTION II.

1. Three bodies of equal weight (4 lbs.) are placed at the corners of a square whose sides are 8 feet; find the distance of their common centre of gravity from the unoccupied corner.

2. Explain the mechanical principles involved in the construction of an arch of stone.

3. If two weights balance each other upon a double inclined plane by means of a string connecting them, which passes over a pulley at the common vertex of the two planes, and which in each case is parallel to the surfaces of the planes on which the weights rest, show that when either weight is drawn down so as to pull the other up, the centre of gravity of the two remains in the same horizontal line.

SECTION III.

1. Define *moving force*, *momentum*, *accelerating force*, *velocity*; state the measure of each; and write down the laws of motion.

2. A body is thrown upwards with a velocity of 100 feet per second: after how many seconds will it be (1) 50 feet from the starting point (2) 400 feet from the starting point? Where will it be at the end of five seconds?

SECTION IV.

1. Show that the time of vibration of a pendulum varies as the square root of its length.

2. What is the centrifugal force of a body at the earth's equator (taking the radius as 4000 miles)?

3. I am whirling a weight round by means of a string 3 feet in length; my hand is 5 feet from the ground; as the weight passes through its lowest point, the string breaks, and the weight strikes the ground at 40 feet from me: how many revolutions per second was the string making?

SECTION V.

1. Describe the mechanism of a good door lock.

2. Describe the parts of an ordinary locomotive engine.

3. Describe and draw the striking machinery of a common clock.

SECTION VI.

1. Make notes and diagrams for a lesson to a class on "a steam-boat."

Males—Second Year.

LATIN.

No marks will be given for translation in cases where a fair proportion of the grammatical questions is not thoroughly answered.

SECTION I.

Translate into English—

Hunc illi e navi egressum, quum ad eos oratoris modo imperatoris mandata perferret, comprehenderant atque in vincula conjecerant: tum, prælio facto, remiserunt et in petenda pace ejus rei culpam in multitudinem contulerunt et, propter imprudentiam ut ignosceretur, petiverunt. Cæsar questus, quod, quum ultro in continentem legatis missis pacem ab se petissent, bellum sine causa intulissent, ignoscere imprudentiæ dixit obsidesque imperavit: quorum illi partem statim dederunt, partem, ex longinquioribus locis arcessitam, paucis diebus sese daturos dixerunt.

Interea suos remigrare in agros jusserunt, principesque undique, convenire et se civitatesque suas Cæsari commendare cœperunt.

SECTION II.

1. Parse the words (accidence and syntax):

Illi, perferret, vincula, petenda, ignosceretur, questus, legatis, imprudentiæ, diebus, convenire.

SECTION III.

Translate into English—

Tum validis flexos incurvant viribus arcus
Pro se quisque viri, et depromunt tela pharetris.
Primaque per cœlum nervo stridente sagitta
Hyrtacidæ juvenis volucres diverberat auras;
Et venit, adversique infigitur arbore mali.
Intremuit malus, timuitque exterrita pennis
Ales, et ingenti sonuerunt omnia plausu.
Post acer Mnestheus adducto constitit arcu,
Alta petens, pariterque oculos telumque tetendit:
Ast ipsam miserandus avem contingere ferro
Non valuit; nodos et vincula linea rupit,
Quis innexa pedem malo pendebat ab alto:
Illa Notos atque atra volans in nubila fugit.
Tum rapidus, jamdudum arcu contenta parato
Tela tenens, fratrem Eurytion in vota vocavit,
Jam vacuo lætam cœlo speculatus; et alis
Plaudentem nigra figit sub nube columbam
Decidit exanimis, vitamque relinquit in astris
Œtheriis, fixamque refert delapsa sagittam.

SECTION IV.

1. Give the rules for the Government of

Viribus, pharetris, nervo, pennis, alta, pedem, notos, cœlo.

2. Mark all the quantities in the lines 7, 12, 13, 17, and scan them.

3. Give the first person singular present, the first person singular perfect, of the indicative mood, and the infinitives of the verbs,

depromunt	contingere
stridente	pendebat
infigitur	figit
sonuerunt	decidit
constitit	delapsa.
tetendit	

SECTION V.

Translate into Latin—

Being driven back by the cavalry they hid themselves in the woods, having secured a position admirably

repellere equitatus abdere
silva nanciscor locus egregius

protected by nature and art, which, as it seemed, they
munire opus videor
had prepared before, on account of their civil war, for
præparare causa domesticus
all the entrances were barred by numerous felled trees.
introitus præcludere creber succisus.

SECTION VI.

1. Give the chief rules for the genders of nouns increasing in the genitive case.

2. Give the rules for verbs which take a nominative case after them.

3. Give the rules of which these are examples:—

1. Per aperta *Viarum.*
2. *Furti* absolutus est.
3. *Omnibus* supplex.
4. *Mihi* nec obest, nec prodest.
5. *Diem* totum stertebat.

4. What time is expressed by the second future? To what mood does it belong, and what other tense resembles it in declension?

Males—Second Year.

MATHEMATICS.

Books of Trigonometric Tables may be used, provided they contain no treatise on Logarithms or Trigonometry.

SECTION I.

1. In a right-angled triangle, if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle, and to one another.

2. If four straight lines be proportionals, the similar rectilineal figures similarly described upon them shall also be proportionals, and conversely, if the similar rectilineal figures similarly described upon four straight lines be proportionals, those straight lines shall be proportionals.

3. If an angle of a triangle be bisected by a straight line which likewise cuts the base; the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square of the straight line which bisects the angle.

SECTION II.

1. The perimeter of an isosceles triangle is less than that of any other equal triangle upon the same base.

2. The squares of the diagonals of a trapezium are together double the squares of the two lines which join the bisections of the opposite sides.

3. If two circles touch each other, any straight line passing through the point of contact cuts off similar parts of their circumferences.

SECTION III.

1. There are four numbers in geometric progression, which, being diminished respectively by 1, 1, 3, 9, the remainders are in arithmetic progression; find them.

2. Find the number of combinations that can be formed out of the letters of the word "Mathematics," taking 3 at a time.

3. Expand by the Binomial Theorem $(a + x)^{\frac{1}{3}}$, and approximate to the cube root of 29.

4. Find the co-efficient of x^3 in $(1 + 2x + 3x^2)^4$.

SECTION IV.

1. Define a logarithm, and find the value of £2 10*s*. 6*d*. $\times$ $(1{\cdot}05)^{10}$.

2. Find the value of an annuity of £35, which is to commence 4 years hence, and last 16 years.

It is to be payable half-yearly, and Money is supposed to be worth 5 per cent. per annum.

SECTION V.

1. Find the cosine of 5° and reduce the result to a decimal.

2. Prove two of these formulæ—

1. $\sin(A + B)\sin(A - B) = \sin^2 A - \sin^2 B$.

2. $\dfrac{1 + \sin A}{1 - \sin A} = \tan^2(45° + \frac{1}{2}A)$.

3. If $\sin x = \sin a \sin(\beta + x)$ then

$$\tan x = \frac{\sin a \sin \beta}{1 - \sin a \cos \beta}.$$

3. Investigate a formula for finding the sine of one angle, when the sides of a triangle are all given.

SECTION VI.

1. In a triangle ABC, given the angle A = 90°, B = 43° 27′, side AB = 46 feet; find the remaining parts.

2. In a triangle ABC, AB = 200 feet, BC = 140 feet, and the angle B = 38° 29′ 14″, find the other parts.

3. In the quadrilateral ABCD, DC = 6954, angle ACB = 25° 46′, angle DCB = 84° 17′, angle ADB = 31° 4′ 32″, and angle ADC = 74° 10′: find AB.

Male Students—Second Year—Scotland.

CHURCH HISTORY.

SECTION I.

1. Mention some of the circumstances in the condition of the world, at the commencement of our era, that facilitated the diffusion of the knowledge of Christianity.

2. Relate the circumstances in which St. Paul first visited Rome, and any references contained in Scripture to his subsequent history.

3. In what countries does it appear from the New Testament that the Gospel had been preached before the termination of the Apostolic period?

SECTION II.

1. What forms of error threatened the purity of Christianity in the earliest time? Point out supposed allusions to these in the Apostolic writings.

2. What was the heresy of Arius? Who was his most distinguished opponent? and when, and by whom were his opinions authoritatively condemned?

3. What heresy was imputed to Nestorius, and why? Distinguish it from the Eutychian heresy, and give the names and dates of the Councils by which they were respectively condemned.

SECTION III.

1. Give an historical account of Polycarp;

Or,

2. Of Julian, called the apostate.

3. Under what emperors did the chief persecutions of the early Christians take place? State particulars of one of these persecutions.

SECTION IV.

1. What controversy first separated the Eastern from the Western Churches? Mention some individuals conspicuous in the controversy, and how it was settled.

2. Who was Pelagius? What were the nature and history of his peculiar notions?

3. Name the most distinguished writers connected with the church in *Africa* and the controversies in which any of them were engaged.

Female Candidates—First Year—Scotland.

Three hours allowed for each Paper.

Candidates not permitted to answer more than one question in each Section.

SHORTER CATECHISM.

SECTION I.

1. (*a*) When and by whom was the Shorter Catechism composed? (*b*) In what year was it ratified by Act of Parliament? (*c*) State, briefly, the difference between it and the Larger Catechism.

2. Quote the answers in the Catechism which show the extent and effects of the *Fall.*

SECTION II.

Answer *one* of the following questions, give the proofs from Scripture, and indicate the clauses to which they refer:

1. What do the Scriptures principally teach?
2. Who is the Redeemer of God's elect?
3. Is any man able perfectly to keep the Commandments of God?

SECTION III.

1. Quote the answers in the Catechism, referring particularly to the agency and work of the Holy Spirit?

2. Give the answer to the question "What is a Sacrament?" State the errors in regard to the Sacraments against which the Catechism guards us.

SECTION IV.

Explain, as you would to your *senior* class, *one* of the following:

1. What is sin?
2. What is adoption?
3. Are all transgressions of the law equally heinous?

Female Candidates—First Year.

CATECHISM AND LITURGY.

SECTION I.

1. What words in the first and second divisions of

the Catechism require special explanation? Explain them clearly as to a class of young children.

2. Write out the passages in the catechism which refer to the 4th, 5th, and 9th commandments, and illustrate them from Holy Scripture.

3. What references to catechetical instruction are found in the Old and New Testament? Quote the passages.

SECTION II.

1. In what part of the service do the following forms occur: the General Absolution, the Te Deum, the Apostles' and Nicene Creed, the General Thanksgiving? Illustrate the Thanksgiving from Holy Scripture.

2. Give an account of the contents of the Litany, and illustrate one portion from Holy Scripture.

3. What books of Holy Scripture are read publicly in the Church, and in what order?

SECTION III.

1. Name the seasons of the Christian year—give the meaning of each name, and state from what books of the Old Testament the lessons are selected for one season.

2. What points are brought out most distinctly in the Collects for Advent, Epiphany, and Good Friday? Illustrate some of those points from the portions of Scripture appointed for the Communion Service.

SECTION IV.

1. In what terms does the second Article speak of the effects of Our Lord's crucifixion? Quote texts from Holy Scripture in which the same doctrines are clearly stated.

2. On what authority does our Church receive the Creeds? Quote the words of the Article which refers to them, and compare those words with the Article on Holy Scripture.

3. Illustrate the Article which refers to Justification by quotations from Holy Writ.

Female Candidates—First Year.

HOLY SCRIPTURE.

SECTION I.

GENESIS.

1. Name in order the chief events recorded between the cessation of the flood and the death of Abraham,

and state clearly the practical lessons you would draw from one of those events.

2. What points are most remarkable in the character of each of these persons: Abel, Noah, Abraham and Jacob? Quote texts in support of your statements.

3. Illustrate from the Book of Genesis the following duties and habits: prayer, patience, fidelity and obedience of dependants, duty to parents.

SECTION II.

1. Enumerate in order the chief events between the death of Joshua and the accession of Saul.

2. What were the chief occurrences in the reigns of Rehoboam, Jehoshaphat and Hezekiah?

3. Give instances of generosity, self-denial, resignation, and zeal, from the history of David, Hezekiah, and Josiah.

SECTION III.

1. What are the principal types in the Book of Genesis? Which of them are referred to distinctly in the New Testament? Quote the most important prophecy in the book.

2. At what time did each of these prophets live: Isaiah, Jeremiah, Zechariah, Malachi? Quote from each one or more prophecies referring to Christ.

SECTION IV.
GOSPEL OF ST. MATTHEW.

1. State in order the events of our Lord's history, as related by St. Matthew, previous to the delivery of the sermon on the Mount.

2. How does the sermon on the Mount begin? What duties does it most fully inculcate? Quote the parable with which it concludes.

3. On what occasions did our Lord rebuke any of his disciples? Quote some passages and draw out the practical application.

4. What truths are illustrated in the parables of the tares and wheat, the hidden treasure, the ten virgins and the talents?

SECTION V.
ACTS OF THE APOSTLES.

1. What discourses of St. Peter are recorded in the Acts? What were the chief topics in the principal of these discourses?

2. Describe the character of St. Peter as it appears in the Acts of the Apostles.

3. Describe the conduct of the Apostles when persecuted, and quote their words on those occasions.

4. In what places was the Gospel preached before the death of St. James? Give an account of the circumstances of its introduction into one of these places.

Female Candidates—First and Second Year.

ARITHMETIC.

You are not allowed to answer more than one Question in each Section; but when there are two Sums or more in the same Question, all may be worked.

SECTION I.

1. Explain the common process of borrowing employed in subtraction; show how to divide by such numbers as 20, 300, 4000, &c., and explain the correctness of the remainder.

2. Explain, as to a class, the reason of the following operations in simple proportion. 1st. The reduction of the first and second terms to the same name. 2nd. The multiplying of the second and third terms together and dividing by the first.

SECTION II.

1. How many parcels of sugar of 2 lbs., 1 lb., ½ lb., ¼ lb., can be made out of a cask containing 8 cwt. 2 qrs. the number of each to be equal?

What sum will settle the following bill:—40 chests of cloves at 2*s.* 1*d.* each; 35 bags of coffee at £2 0*s.* 6*d.* a bag; 71 bags of saltpetre at £1 5*s.* 6*d.* a bag; 5 casks of sugar at £2 6*s.* 6*d.* a cask?

2. A boy buys a suit of clothes for which he will pay in a year at so much per week: there are 2½ yards of cloth at 11*s.* 4*d.* per yard, the trimming costs 7*s.* 1*d.*, and the making 15*s.* 3*d.*, what has he to pay per week?

I exchange 4375 yards for pieces of 3 qrs. 2 nails; how many did I receive?

3. Find, by Practice, the value of 139¾ at £1 19*s.* 4*d.* Also of 27 acres 3 roods 27 poles, at £7 10*s.* 8*d.* per acre.

SECTION III.

1. If 2 cwt. 3 qrs. 21 lbs. of sugar cost £12 3*s.* 4*d.* what is the value of 17 cwt. 2 qrs. 14 lbs.?

2. A man and a boy are at work together cutting a heading in a coal level, the man filling 3 hods to the boy's 2: the man fills 13 hods, how many has the boy filled in the same time?

What must 40*s.* pay towards a tax when £650 13*s.* 4*d.* is assessed at £13 12*s.* 4*d.*?

3. A ship with 32 men has provisions that will serve for 45 days, at a daily allowance of 2 lbs. for each man: it then picks up the crew of another vessel consisting of 16 men: what allowance will make the provisions last 40 days?

SECTION IV.

1. Reduce $\frac{1344}{1536}$ to its lowest terms. What sum must be added to $11\frac{6}{19}$ to make $17\frac{5}{6}$?

2. Find the value of $\frac{1}{11}$ of $\frac{9}{11}$ of $\frac{11}{12}$ of a square mile.

3. Divide 971·7 by ·123.

Reduce 17 yards 1 foot 6 inches to the decimal of a mile; and find the value of ·4285 of a month.

SECTION V.

1. What is the interest of £1,000 at $4\frac{1}{2}$ per cent. per annum, for 7 years, 21 weeks, 3 days?

2. A, B, and C form a joint capital for conducting a business, of which A contributes £500, B £650, and C £700; at the end of a year the profits are £555; what share should each receive?

3. If two men, A and B, together can perform a piece of work in 10 days, and A by himself can do it in 18 days; what time will it take B to do it?

4. A person loses at the rate of 10 per cent. by selling cloth at 15*s.* a yard; how ought it to have been sold to gain 20 per cent.?

SECTION VI.

BOOK-KEEPING—(Second Year).

1. What classes of transactions are entered—
   1. In the day-book?
   2. In the invoice book?
   3. In the bill book?
   4. In the cash book?

2. What is meant by a trial balance? and how is it effected?

3. What does the debit side, and what does the credit side, of the cash book contain?

4. Make journal and ledger entries from the following particulars, showing how your books would provide for names, dates, and reference:

14 *November*, 1861.

Bought from A. B. 4 pipes, each at £75; 5 pipes, each at £72; 42 dozen at 72*s.* per dozen; 1 pipe at £59.

15 *November*, 1861.

Sold to C. D. 2 pipes, each at £76; 1 pipe, at £80; 2 pipes, each at £70; 14 dozen, each at 56*s.*; 2 pipes, each at £59.

Female Candidates—First Year.

GEOGRAPHY.

SECTION I.

1. Name the most important towns in Cumberland, Lancashire, Hampshire, Suffolk, Cornwall, and give some account of each.

2. Name the principal islands off the coast of Great Britain, and give some account of their physical features, population, and productions.

3. To what causes is to be attributed the importance of each of the following places, Sunderland, Stockton-upon-Tees, Sheffield, Hull, Bristol, Stroud, Coventry, Worcester, Swansea?

SECTION II.

1. How far may the wealth, comfort, and general prosperity of England be attributed to its natural advantages, or to the character and habits of the people?

2. Compare the physical features of England with those of Ireland or Scotland.

3. What are the chief manufactures of Wales and Ireland? Name the most important seaports in Ireland and Scotland, and give some account of one in each country.

SECTION III.

Draw one or two of these maps:

1. The coast line from Flamborough Head to Beachy Head.

2. A map of the Irish Channel.

3. The coast of Scotland from Solway Frith to the Frith of Clyde.

SECTION IV.

1. Name the principal mountains in France, Spain, and Italy, and give a general account of their position, height, and direction.

2. Where are the following cities situate? For what are they severally remarkable? Archangel, Christiania, Riga, Hamburg, Turin, Avignon, Lausanne, Grenada, Burgos, Barcelona, Trieste.

3. Draw a map of the Danube, or of the Mediterranean west of Greece, or of France.

SECTION V.

1. By what circumstances is climate chiefly affected?

Illustrate your answer by reference to countries in Europe.

2. What are the chief mineral productions of Russia and Germany?

Female Candidates—First Year.

GRAMMAR.

SECTION I.

1. Show, by examples, the *forms*, *use*, and *government* of participles in English.

2. Which of the parts of speech are, in our language, capable of being inflected to mark (*a*) number, (*b*) gender, (*c*) case, (*d*) tense, (*e*) degree of comparison, respectively?

3. Classify the pronouns in the English language.

SECTION II.

1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets:—

"E'en now where Alpine solitudes ascend,
I *sit me down* a pensive *hour* to spend;
And, *placed* on high above the storm's career,
Look downward where a hundred realms appear;
Lakes, forests, cities, *plains extending wide*,
The pomp of kings, the shepherd's *humbler pride*."
Traveller.

2. Express the full meaning of the following passage in plain prose:—

"I admire,
None more admires, the painter's magic skill,
Who shows *me* that *which* I shall never see,
Conveys a distant country unto *mine*,
And *throws* Italian light on English walls:
But imitative strokes can do no *more*
Than please the eye—sweet *Nature's every* sense."
The Task, Bk. I.

3. Paraphrase the following passage:—

"How small, of all *that* human hearts endure,
That *part which* laws or kings can cause or *cure!*
Still to ourselves in every place consign'd
Our own *felicity* we make or *find*.
With secret course which no loud storms annoy,
Glides the smooth current of domestic joy;

The lifted axe, the agonizing wheel,
Luke's iron crown, and Damien's bed of steel,
To men remote from power but rarely known,
Leave reason, faith, and *conscience all our own.*"

Deserted Village.

SECTION III.

1. Parcel out any one of the above passages into simple sentences.

2. Explain what is meant by a "simple sentence." Show, by an example, how a simple sentence may be enlarged, without becoming "complex" or "compound."

3. Write an analysis of either of the first two extracts (see below)*.

SECTION IV.

Parse the words printed in Italics in the passage which you have taken for analysis or paraphrase.*

SUPPLEMENTARY.

1. Write out, from memory, in proper metrical form, with correct punctuation, about ten lines from *The Task*, or from any other poem *written in blank verse.*

2. What is meant by "rhyme," and what by "rhythm"? Illustrate your answer by examples.

---

* "E'en now where Alpine solitudes ascend,
I *sit me down* a pensive *hour* to spend;
And, *placed* on high above the storm's career,
Look downward where a hundred realms appear;
Lakes, forests, cities, *plains extending wide,*
The pomp of kings, the shepherd's *humbler pride.*"

Traveller.

"I admire,
None more admires, the painter's magic skill,
Who shows *me* that *which* I shall never see,
Conveys a distant country unto *mine,*
And *throws* Italian light on English walls:
But imitative strokes can do no *more*
Than please the eye—sweet *Nature's every* sense.

The Task, Bk. I.

"How small of all *that* human hearts endure,
That *part which* laws or kings can cause or *cure!*
Still to ourselves in every place consign'd
Our own *felicity* we make or *find.*
With secret course which no loud storms annoy,
Glides the smooth current of domestic joy;
The lifted axe, the agonizing wheel,
Luke's iron crown, and Damien's bed of steel,
To men remote from power but rarely known,
Leave reason, faith, and *conscience all our own.*"

Deserted Village.

Female Candidates—First Year.

BRITISH HISTORY.

SECTION I.

1. Name the principal events connected with the Roman dominion in Great Britain.

2. Who were the most illustrious Saxon Kings before the accession of Canute? Name the chief events in their reigns.

3. What English Princes were engaged in the Crusades? Describe the character of one or two of those Princes.

(*For Candidates in Scotland.*)

4. Explain particularly how the reign of Robert Bruce is connected with the History of England.

SECTION II.

1. In which reigns did the papal power make the greatest advances in England?

2. Under what pretexts did the Princes of the Plantagenet line invade the kingdom of France? What battles were fought in those wars? Give the dates and results.

3. Name the Queen-Consorts in the reigns of Edward I., III., and IV., and describe their characters.

(*For Candidates in Scotland.*)

4. Where and When was the Battle of Neville's Cross fought? What were the results to Scotland? Who was then King of England?

SECTION III.

1. When did Elizabeth ascend the throne? What were the first acts in her reign?

2. Describe the character of the statesmen who had most influence in this reign.

3. Who were the chief ecclesiastics in the reign of Elizabeth? What writings have they left?

(*For Candidates in Scotland.*)

4. Name, in their order, the Scottish Regents during the minority of James IV., and describe the character and policy of one of them.

SECTION IV.

1. Give some account of two of the following persons: Sir Francis Drake, Lord Howard of Effingham, the

Earl of Leicester, Sir Walter Raleigh, the Regent Murray.

2. Name the great writers in prose and verse who flourished in this reign.

3. For what qualities was Queen Elizabeth most remarkable? Give instances in which those qualities were manifested.

Female Candidates—First Year.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line of your second answer as a specimen of copy setting in *small hand.*

---

1. Arrange in order the combinations of letters which present difficulties to young children, and give a clear account of the methods by which they may be taught to read articulately and correctly.

2. By what methods do you propose to teach children to form letters, and to combine them in easy words? State exactly what progress you would expect children to have made at five and seven years of age.

3. By what principles are you guided in teaching the elements of arithmetic? What progress in this subject would you consider satisfactory at 7, 9, and 11 years of age?

4. What faculties of children are brought into play by a good teacher in a lesson upon arithmetic?

5. Name the reading books best adapted for children between seven and ten years of age. Give clear reasons for your choice.

6. What illustrations should be used with the reading books which you would recommend for children between seven and nine?

7. How may grammar and geography be taught practically without separate lessons upon those subjects?

8. What attainments in elementary subjects would you consider satisfactory in girls of nine and twelve years of age?

9. What instruction did you receive during your apprenticeship in the method of teaching elementary subjects?

10. What plans have you found most effectual in

correcting bad spelling, or incorrect language, vulgarisms, &c.?

Students *who are about to leave the Institution, and* Teachers *in charge of Schools,* must *answer the following question.*

*1. From the subjoined extract from a Class Register calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all.

A. Absence. L. Leave. S. Sick. The Blank represents attendance.

Age	Monday		Tuesday		Wednesday		Thursday		Friday	
7¼				S.	S.	L.				A.
8¾	S.		S.					S.		
11¼	A.	A.	A.					L.		A.
12½		A.		L.	L.			S.		
11¾						L.				A.
10¼		S.		S.			S.	S.		S.
12¾			A.	A.						L.
8½	L.								S.	S.
9½	L.	L.				S.				S.

*2. How do you find the average attendance of each child that has been present at all in a school,

1. For any given week?
2. For a quarter?
3. For a year?

Not less than half-an-hour should be reserved for the following Exercise (if attempted.)

13. A full abstract of a lesson upon *one* of the following subjects:—

Good temper.
Obedience.
Sincerity.

Female Candidates—First and Second Year.

DOMESTIC ECONOMY.

Two hours allowed for this Paper.

SECTION I.

1. Upon what does the wholesomeness of animal food depend? What effect has salting upon meat?
2. Compare the advantages of the different ways of cooking meat.
3. What kinds of food are best for infants? On what accounts are other kinds, as arrowroot, for instance, unfit for their food? Give recipes for cheap and nutritious soups.

SECTION II.

1. Show the advantages of different materials for under clothing.
2. What materials are used for washing? What do you mean by hard water? What are the effects of hardness? How can it be removed?

SECTION III.

1. Give full and clear directions for keeping a sick room fresh and wholesome.
2. What kinds of food and drink are most frequently needed by sick persons and convalescents? Give some recipes for preparing them.
3. Describe the symptoms of the most common diseases to which children are subject, and especially of those which they are apt to bring with them to school.

SECTION IV.

Prepare full notes of two lessons on some of the following subjects.

1. The work of a laundry-maid.
2. The work of a kitchen-maid.
3. The work of a nursery-maid.
4. Personal habits in reference to health.
5. Frugality.
6. Investment of savings.

Female Candidates—Second Year.

CATECHISM, LITURGY, AND CHURCH HISTORY.

Note prefixed to this and the following Three Papers.

N.B. Candidates must answer *one* question from each Section. They may then select any which they have time to answer *thoroughly*.

SECTION I.

Prepare the notes of a lesson on

1. The covenanted privileges of Christians.
2. The relative duties of Christians.
3. Private prayer.

2. Explain these expressions and illustrate their meaning from Holy Scripture: "The child of God." "This state of salvation." "Catholic Church." "Spiritual pastors." "Children of Grace." "A pledge to assure us thereof." "Communion of Saints."

3. Compare the answers on the Sacraments with statements in the Articles.

SECTION II.

1. On what conditions is forgiveness of sins promised in our services? Quote passages from our Lord's discourses, and from the Epistles of St. Paul, to the same effect.

2. In what order do the principal books of the Old Testament occur in our services? Show the propriety of the arrangement.

3. For what festivals are there special prefaces in the Communion Service? Analyse the prayer for consecration. To what passages of Holy Scripture is reference made in that prayer?

4. What are the chief points of difference between the first book of Edward VI., and the form now in use? When were the principal changes made?

SECTION III.

1. In what Articles and in what terms is the doctrine of our Church laid down with regard to the following points: "The effects of our Lord's death upon the Cross." "The obligation of the moral law." "The Visible Church." "The conditions upon which the Sacraments have a wholesome effect?"

SECTION IV. (Supplemental.)

Not more than two of these questions may be answered.

1. Under what circumstances was Christianity intro-

duced among the Anglo-Saxons? Name the chief ecclesiastics before the Norman conquest.

2. Who were the most remarkable ecclesiastics in the reigns of William I., Henry II., Henry III., Henry VII.

3. In what reigns were the most important measures passed to check the advances of the Papacy?

4. Give some account of the effects of the dissolution of monasteries in the reign of Henry VIII.

5. Who were the chief persons concerned in the revisions of the Prayer Book, and the completion of the Thirty-nine Articles?

Female Candidates—Second Year.

HOLY SCRIPTURE.

ISAIAH.

1. In what passages does Isaiah dwell most strongly upon the necessity of a spiritual change? Quote some verses.

2. What prophecies in Isaiah refer most distinctly to our Lord's descent, and to the circumstances of His birth? Give an exact account of the prediction made to Ahaz.

3. Against what nations are the strongest denunciations written in this book? Give a detailed account of one of these predictions.

4. Explain the following expressions, and state where they are found:—"A rock of offence;" "A remnant of them shall return;" "An ensign of the people;" "After many days shall they be visited;" "The earth shall cast out the dead;" "Blessed are ye that sow beside all waters."

ST. MATTHEW'S GOSPEL.

1. Which of our Lord's parables show most fully the true nature of His kingdom? Quote some verses.

2. On what occasions do we find our Lord rebuking His disciples? What practical lessons do those rebukes enforce?

3. On what occasions were the following words spoken:—"I will have mercy and not sacrifice;" "Wisdom is justified of her children;" "It is lawful to do well on the Sabbath days;" "Behold my mother and my brethren;" "Then are the children free;" "With God all things are possible;" "She did it for my burial"? Explain them, and quote some verses from the context.

THE ACTS OF THE APOSTLES.

1. What customs retained by our Church may be proved from this book to have been observed by the early Christians?

2. Quote passages from the Acts in support of the principal clauses in the Apostles' Creed.

3. Give a clear account of the circumstances under which the Gospel was first preached at Antioch, Philippi, Athens, and Corinth.

4. On what occasions are the following names mentioned—Rhoda, Timothy, Jason, Lydia, Mnason, Lysias, Tertullus, Trophimus?

EPISTLE TO THE HEBREWS.

1. By what arguments does St. Paul show the superiority of our Lord to angels and to Moses?

2. Upon what characteristics of our Lord's priesthood is the greatest stress laid in this epistle?

3. Upon what grounds may it be concluded that this epistle came from St. Paul?

4. Explain the following texts, and quote the context:—

"There remaineth a rest to the people of God."
"Strong meat belongeth to them that are of full age."
"An anchor of the soul."
"The law made nothing perfect."
"He is the Mediator of the New Testament."
"After ye were illuminated."
"A cloud of witnesses."
"The blood of sprinkling."
"Let us go forth unto Him without the camp."

5. Give a general view of St. Paul's argument in this epistle.

Female Candidates—Second Year.

GEOGRAPHY.

SECTION I.

1. What islands in the Pacific belong to Great Britain? Describe the physical features and climate of one of them.

2. Name the possessions of Great Britain in Africa, and describe the physical features and condition of the Cape Colony.

3. Give an account of some of the following places, their situation, size, and general condition: Cape Town,

Valetta, Aden, Mauritius, New Brunswick, Newfoundland.

SECTION II.

1. Name the countries between the Mediterranean and Hindoostan, and describe the physical features and condition of one of them.

2. Name and give some account of the chief tablelands of Asia.

3. Where are the following cities situate, and for what are they severally remarkable: Aleppo, Mecca, Astrakhan, Shiraz, Kelat, Jeddo, Shanghai?

4. Name the principal islands off the coast of Asia, and give a detailed account of one of them.

SECTION III.

1. Describe the course of the Indus or Ganges, and give a clear account of the principal cities on the bank of one of those rivers.

2. Name the provinces of India below the 25th degree of latitude. Which of these are governed by native princes?

3. Give a general account of the physical features of India and describe one of the mountain ranges.

4. Where are the following places situate, and for what are they severally remarkable: Mooltan, Seringapatam, Pondicherry, Gwalior, Agra, Lucknow?

SECTION IV.

1. By what circumstances is climate affected? Give instances from the continent of Europe or Asia.

2. Explain, as to a class of children, the movement of the earth round the sun.

SECTION V.

1. Draw a map of the Baltic, or Mediterranean sea.

2. Draw the coast line from the mouth of the Ganges to Canton,

Or, The sea coast from Aden to the mouth of the Indus.

Female Candidates—Second Year.

BRITISH HISTORY.

SECTION I.

1. Upon what grounds did Henry VII. claim the crown of England? What title did he transmit to his descendants? What children had Henry VII.? What families are descended from him?

2. When was the court of Star-Chamber established? How was it constituted? What power did it possess?

3. To what causes are the frequent insurrections in the reign of Henry VII. attributed? Give the chief incidents in the most formidable insurrection.

For Candidates in Scotland.

4. Name the chief events in the reign of James IV., mentioning particularly how it is connected with the History of England.

SECTION II.

1. Give an account of the character and fortunes of Cardinal Wolsey.

2. Name the most distinguished persons who were executed in the reign of Henry VIII., and state briefly the grounds assigned for their condemnation.

3. With what foreign sovereigns was Henry VIII. brought into contact? Give a general account of his relations to each of them.

4. What battles were fought in his reign, for what objects, and with what results?

SECTION III.

1. Who were the most influential statesmen in the reign of Edward VI.? Give some account of their character and fortunes.

2. Describe the position and conduct of the Princess Mary before her accession to the throne. Name the ecclesiastics who had most influence in her reign.

For Candidates in Scotland.

3. Trace the lineage of Mary of England and Mary of Scotland to their common progenitor. Compare their reigns.

SECTION IV.

1. What education was received by women of rank in the Tudor period? Give instances to show the effect of such education upon the character of distinguished women.

2. Give some account of the state of religious parties at the accession of Elizabeth.

3. What were the most important acts in the first parliament in Elizabeth's reign?

For Candidates in Scotland.

4. Describe the troubles that distracted Scotland at the beginning of the seventeenth century.

SECTION V.

1. Give a brief account of the most important transactions between England and Scotland in Elizabeth's reign. Who were the leaders of the party which she supported in that country?

2. Give a clear account of the preparations for the Spanish Armada. Describe its first arrival in our seas, and its ultimate discomfiture.

3. What foreign occurrences had most effect upon the state of England and the policy of the government in this reign?

SECTION VI.

1. Compare the condition of England at the accession of Henry VII. and at the death of Elizabeth, with especial reference to the progress of civilization.

Female Candidates—Second Year.

GRAMMAR.

The Candidates must answer one question in each Section, and may then select any *one* of the supplementary questions.

SECTION I.

1. What is meant by 'case' in Grammar? Do we find any instances in the English language, of inflexion to mark case?

2. Show what are the chief processes by which nouns are formed from their roots in English.

3. Classify the verbs in the English language with reference to their *forms*.

SECTION II.

Paraphrase *one* of the following passages :—

1. "Strongest minds
Are often *those* of which the noisy world
Hears *least; else* surely this man *had* not *left*
His graces unrevealed and *unproclaimed.*
But, as the mind was filled with inward light,
So not without distinction *had* he lived,
Beloved and honoured—*far as* he was known."

Excursion, Bk .I.

2. "He *scarce* had *finish'd*, when *such* murmur *fill'd*
The assembly, *as* when hollow rocks retain
The sound of blustering winds, which *all night long*
Had roused the sea, now with hoarse cadence *lull*
Sea-faring men *o'er-watched*, whose bark by chance
Or pinnace *anchors* in a craggy bay
After the tempest."

Paradise Lost, Bk. II.

3. "In dreams, in study, and in ardent thought,
Thus was *he reared; much wanting* to assist
The growth of intellect, *yet* gaining more,
And *every* moral *feeling* of his soul
Strengthened and braced, *by breathing* in content
The *keen*, the wholesome *air* of poverty,
And *drinking* from the well of homely life."

Excursion, Bk. I.

SECTION III.

1. Give an example, from the extracts below, of a 'complex' and also of a 'compound' sentence, and analyse each of them.

2. Analyse *one* of the following passages (see below)*:—

The first passage from the *Excursion;*

Or,

The passage from *Paradise Lost.*

SECTION IV.

Parse the words in italics in the passage *which you have paraphrased or analysed* (see below).*

SUPPLEMENTARY.

1. Write out from memory, in proper metrical form, and with correct punctuation, about ten lines from one of the poems which you have been studying during the past year, or from any other poem *written in blank verse.*

2. Explain, as you would to a class of children, what is meant by "Syntax," in grammar.

---

* "Strongest minds
Are often *those* of which the noisy world
Hears *least; else* surely this man *had* not *left*
His graces unrevealed and *unproclaimed.*
But, as the mind was filled with inward light,
So not without distinction *had* he lived,
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Strengthened and braced, *by breathing* in content
The *keen*, the wholesome *air* of poverty,
And *drinking* from the well of homely life."

Excursion, Bk. I.

3. The English alphabet is said to be at once redundant and defective; examine this statement.

4. Show, by a reference to the passages printed below, what are the chief differences between the language of poetry and that of prose.

5. What writers since the Reformation have exercised most influence on the English language?

Female Candidates—Second Year.

SCHOOL MANAGEMENT.

These questions must be answered *thoughtfully, and in detail.* Not more than 6 may be attempted.

FOUR *hours allowed for this Paper.*

Write the first line of your first answer as a specimen of copy setting in *large hand;* and the first line in your second answer as a specimen of copy setting in *small hand.*

N.B.— The Questions marked with an asterisk *must* be answered by every Candidate.

*1. From the subjoined extract from a Class Register, calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all.

A. Absence. L. Leave. S. Sick. The Blank represents attendance.

Age	Mon.		Tues.		Wed.		Thurs.		Friday	
7¼				S.	S.	L.				A.
8¾	S.		S.					S.		
11¼	A.	A.	A.					L.		A.
12½		A.		L.	L.			S.		
11¾						L.				A.
10¼		S.		S.			S.	S.		S.
12¾			A.	A.						L.
8½	L.								S.	S.
9½	L.	L.				S.				S.

*2. How do you find the average attendance of each child that has been present at all in a school.

1. For any given week?
2. For a quarter?
3. For a year?

3. What are the chief points which require attention in the classification of girls?

4. Describe the best arrangements for reading lessons in a school of 120 girls. What books would you prefer, and why?

5. At what lessons is there usually most waste of time? Describe expedients by which this fault may be detected and amended.

6. What are the arguments for and against rewards, and the more common kinds of punishment?

7. By what measures is a mistress likely to overcome or diminish the following faults in girls—untidiness, indolence, self-conceit?

8. By what means and by what qualities is an improved state of discipline most readily and effectually attained?

9. Give a clear account of the directions required by a pupil teacher who has to give reading lessons to girls of average attainments at the age of 8 years.

10. What progress in writing, including penmanship, dictation and composition, would you consider satisfactory in girls of 7, 8, 10, and 12 years of age, who had been regularly educated?

11. Describe the qualities and attainments which will fit girls for different kinds of domestic service.

12. What faults are most likely to show themselves in a clever and well-instructed girl at 12 years of age? Describe the probable effects of those faults upon her future position, and explain the measures which you would think most likely to counteract them.

Female Candidates—Second Year—Scotland.

SHORTER CATECHISM.

SECTION I.

1. What are the two great divisions of the Shorter Catechism? Give the questions and answers forming the general introduction, and the first question and answer in the second division.

2. To which questions of the catechism would you first direct the attention of a child? Give your reasons.

SECTION II.

1. State, fully, the points of difference between the two covenants mentioned in the catechism.

2. Mention, in the words of the catechism, the special duties which God requires of man under the Gospel dispensation.

SECTION III.

1. Explain and illustrate the *duties* required in the fifth, and the *sins* forbidden in the ninth, commandments.

2. State, in the words of the catechism, what is required of them that would worthily partake of the Lord's Supper, and give proofs from scripture.

SECTION IV.

Write notes for a collective lesson to your whole school on the tenth commandment.

ECCLESIASTICAL HISTORY OF SCOTLAND.

N. B. Not more than *two* of these questions to be answered.

1. Give a short account of the state of religion in Scotland before the reformation.

2. Name the martyrs of the reformation in Scotland, and give some particulars regarding the *One*, who was the special object of Cardinal Beaton's hatred.

3. State shortly the points of difference between the Scottish and the English reformation.

4. What was the main object in the Scottish ecclesiastical Policy of James VI.?

5. What circumstances led to the formation of (*a*) the National Covenant, (*b*) the solemn League and Covenant?

6. State shortly the leading features of the settlement of the church of Scotland at the Revolution of 1688.

LIST OF QUEEN'S SCHOLARS
(IN ORDER OF MERIT),
CHRISTMAS, 1861.

I. *Church of England.—Males.*

FIRST CLASS SCHOLARSHIP of £23, with a Personal Allowance of £4.

NOTE.—The names printed in *italics* are those of Candidates who, not having been Pupil Teachers, are admitted to compete for Scholarships under the Minute of 2 June, 1856.

Name of Candidate	Name of School
Allport, James	Derby, Trinity N.S.
Jones, Thos. E.	Highbury, Practising S.
Dixon, Jno. H.	Swindon, Great Western Railway S.
Hassall, William J.	Coventry, Holy Trinity S.
Dugard, Frederick	Kidderminster, St Mary's N.S.
Williams, George	Carnarvon N.S.
Wright, Albert H.	Saxmundham N.S.
Turner, Samuel	Bromsgrove, The Lickey S.
Collings, Jas.	Bloomsbury, St. George the Martyr N.S.
Jeffrey, Jno. G.	Westminster, Tothill Fields, St. Mary's N.S.
Dogherty, James	Durham Blue Coat S.
Kersey, Herbert	Kesgrave N.S.
Pakes, Charles	Luton N.S.
Bowden, Edward	Isleworth N.S.
Elliott, Thomas A.	Lamesley N.S.
Powell, Charles	Abergavenny N.S.
Wilding, David	Ipswich, St. Matthew's S.
Skeeles, James	St. Ives N.S. (Hunts.)
Bosworthick, Wm. Chas.	Devonport, St. Stephen's N.S.
Foreman, Charles	
Gill, James	Lancaster, St. Thomas's N.S.
Hambling, Hy. W.	South Lynn, All Saints N.S.
Lear, Tom Edward	Torquay N.S.
Naylor, George	Horsforth Town N.S.
Sanderson, John	Market Weighton N.S.
Wade, Jonas	Huddersfield, St. Paul's N.S.
Amos, Edmund	Northampton, All Saints S.
Gates, George	Linton N.S.
Hardy, Peter	Limehouse, St. John's N.S.
Mason, John	Romsey N.S.
Overton, William John	Bermondsey, St. Paul's N.S.
Walker, Albert	Elsecar N.S.
Alcock, James	
Griffith, Edward M.	Birmingham, St. Mark's N.S.
Hardy, James	St. George, Hanover Square, United Day S.
Hawthornthwaite, John	Lancaster N.S.
Herbert, John N.	Lancaster N.S.
Leyden, James	Sheffield, St. George's N.S.
Davies, Pryce	Birkenhead, Trinity N.S.
Howard, Charles C.	Leatherhead N.S.
Stroud, Robert	
Wilkins, James	West Bromwich, All Saints N.S.
Bryant, John	Barnstaple, Blue Coat S.
Chilcott, Charles	Hanwell N.S.
Mander, William	Newington, Trinity N.S.
Weston, Lambert	Hanham N.S.
Wolland, Samuel T.	Exmouth N.S.
Hughes, Henry H.	Lewes N.S
Lawson, Richard	Durham, St. Oswald's N.S.

First Class—*continued.*

Neale, John H. ..... Smethwick Chance's S.
Noble, Henry ..... Thornes Gaskell's S.
Barker, Jacob ..... Shincliffe N.S.
Brown, Harry ..... Devonport, St. James' S.
Coates, Isaac ..... Leicester, St. Margaret's N.S.
Hurst, Edwin ..... Leicester, Laxton Street S.
Lewis, Charles ..... Shrewsbury, St. Alkmond's N.S.
Vale, Thomas E. ..... Solihull, Lower Free N.S.
Bell, William ..... Newcastle, Clergy Jubilee S.
Benson, George ..... Cheltenham Practising S.
Boldwin, Geo. J. ..... Colchester Central, or Blue and N.S.
Dodds, William ..... South Church N.S.
Finch, Alex. ..... Colchester Central, or Blue and N.S.
Grainger, John ..... Durham, Blue Coat N.S.
Harris, George S. ..... St. Marylebone Central N.S.
Hutt, George E. ..... Cambridge, St. Paul's N.S.
Pittman, Henry ..... South Lambeth, St. Stephen's, Dorset St. N.S.
Roberts, John P. ..... Stoke-upon-Trent N.S.
Stansfield, James ..... Halifax, Copley Factory S.
Bottle, Edward ..... Chelsea, St. Mark's Practising S.
Charles, Edwin ..... Cwmbach N.S.
Fry, Henry ..... Chippenham P.U.S.
Horner, William ..... Longsight, St. John's S.
Jones, Frederick ..... Charter House, St. Thomas' N.S.
Ramsden, Richard ..... Halifax, Copley Factory S.
Scott, William ..... Newport (York) N.S.
Sydes, Jno. Robert ..... Kirkstall, St. Stephen's N.S.
Barlow, William ..... Eastwood, Ch. of Eng. S.
Fincham, William ..... Colchester Central, or Blue and N.S.
Harris, William ..... Gloucester N.S.
Hoare, William A. ..... Tiverton N.S.
Hoskins, William ..... Gosport, St. Matthew's N.S.
Jackman, John H. ..... Dittisham N.S.
Johnson, Edwin ..... Finsbury, St. James' N.S.
Redman, Alfred ..... Haworth N.S.
Smith, Edwin ..... Coley N.S.
Walker, Robert ..... Chester-le-Street N.S.
Watson, John ..... Darlaston, St. George's N.S.
Whitman, Thomas ..... Ipswich, St. Margaret's N.S.
Bray, William Charles .. Castle Rising N.S.
Bull, Jabez ..... Westbury N.S.
Haigh, Charles ..... Scissett N.S.
Hammick, Edward ..... Torquay N.S.
Hardy, Isaac ..... West Pinchbeck S.
Hird, George ..... Market Weighton N.S.
Robinson, Thomas ..... Stockton-on-Tees, Trinity N.S.
Rule, Charles ..... Westbourne S. (Middlesex)
Wakelin, John W. ..... Finchingfield N.S.
Weaire, Henry ..... Forest Row N.S.
Brown, Henry ..... Luton N.S.
Hudson, David ..... Keighley N.S.
McAdam Alexander .... Cockermouth N.S.
Redman, Charles F. .... Hatcham N.S.
Sidebottom, Edwin ..... Wakefield, All Saints N.S.
Steeple, James ..... Middleton (Manchester) N.S.
Stevenson, William H. .. Grantham N.S.
Stovin, Joseph ..... Barton-on-Humber, Wes. Day S.
Waters, Charles ..... Rochester, St. Nicholas N.S.
Waters, Thomas E. ..... West Bromwich, Ch. Ch. N.S.
Bland, Ezra ..... Loughborough Lancasterian S.
Bryant, John ..... Bristol, St. Matthias' N.S.
Finlay, Edward ..... Lamberley N.S.
Glenton, Robert ..... Richmond (York) Corporation S.
Hansom, George ..... Scarborough N.S.

FIRST CLASS—*continued.*

Lodge, Thomas .....Maiden Newton and Frome Vauchurch N.S
Miller, William .....Bradford, Manchester Road Factory, S.
Pannel, William H.....Elsecar N.S.
Sladen, Joseph.....Guiseley N.S.
Whitehead, John E. ....Lenton, N.S.
Wilkes, William .....Llanidloes N.S.
Austen, William G, ...S. Feock N.S.
Bate, Thomas James ....Menheniot N.S.
Carlow, Frederick .....Portsea, Beneficial Society's S.
Crowther, Bradley .....Oldham, St. Peter's N.S.
Fawnthorpe, Joseph ....Scotter and Scotton N.S.
Freemantle, George A. ..Fareham, Trinity N.S.
German, William .....Ilfracombe N.S.
Holloway, Charles .....Wantage N.S
Ladd, William .....Chatham, St. John's N.S.
Mare, Henry. .. ..Morchard Bishop N.S.
Mellor, Richard .....Lingards N.S.
Punshon, James B.....Sunderland, Gray N.S.
Rattray, Charles .....Marylebone, Western S.
Stamp, Richard .....Wisbech, St. Peter's N.S.
Stevenson, James A. ....Belper N.S.
Browning, Samuel .....Birmingham, St. Stephen's N.S.
Cockton, Edward.....Bury St. Edmunds, St. James' N.S.
Fidge, George C.....Ormskirk, United Chy. S
Grundy, Peter .....St. Helens, Moorflat N.S.
Hatherley, Thomas .....Plymouth, Charles N.S.
Heath, Thomas.....Halesowen, N.S.
Horsfield, James .....
Howells, Jno. W.....Hendon N.S.
Kernode, James .....Peel N S. (I. of Man).
Knott, David .....Hampstead, Parochial Boys S.
Steadman, John .....Woolwich N.S
Taplin, William G.....West Cowes N.S.
Whittam, Charles E. ....Greenholme Mills B.S.
Wilcher, Henry .....Birch N.S.
Buckley, Henry C. .....Congleton, St. James N.S.
Bush, Richard F..... Millbrook N.S.
Hawkins, Major .....Westminster, Archbp. Tenison's S.
Hunter, John .....Guisborough, Providence S.
Murgatroyd, Luke .....Halifax, Parish Ch. S.
Prideaux, Charles R. ....Marylebone, Portman Chapel S.
Smith, George William ..Peckham N.S.
Webb, William C. .....Chagford N S.
Bailey, Charles.....Atherstone Gram. S.
Brade, Thomas H. .....Silverdale N.S.
Carey, Albert .....Pontesbury N.S.
Corkett, John .....St. Pancras, Ch. Ch. N.S.
Davidson, James .....Chester Diocesan S.
Hartley, John .....Alverthorpe N.S.
Moorehouse, James .....
Page, Henry.....Kingswood N.S.
Redfern, Joseph .....Denton and Haughton N.S.
Smith, George .....Strood N.S.
Strange, Henry.....Liverpool, Windsor St. Clements' N.S.
Whitlock, Albert.....Alderbury N.S.
Wilkins, David .....Walworth, St. Peter's N.S.

SECOND CLASS SCHOLARSHIP of £23—No Personal Allowance.

Forryan, Richard.....Wigston Magna N.S.
Harding, John G. .....Portsea, All Saints NS.
Hill, Samuel Thomas ..Richmond (Surrey) N.S.

Second Class—*continued.*

Perrett, Ebenezer.....
Pidler, William Henry..Chittlehampton N.S.
Ramsden, William R. ..Carlton in Snaith Ch. of Eng. S.
Reymer, George.....Leeds, St. Philip's N.S.
Sharman, Daniel.....Dunstable N.S.
Taylor, Joseph.....Failsworth N.S.
Thorpe, William .....Twyford N.S. (Leicester).
Watson, James .....Hockwold cum Wilton S.
Wilson, Edward .....Camberwell Green Coat S.
Winterton, William.....
Aston, George O. .....Worcester Diocesan Practg. S.
Cain, James Jackson ....Whitehaven, Trinity N.S.
Donkersley, Roberts ....Almondbury Central S.
Fishenden, Robert .....South Metropolitan District S.
Hamilton, John L.....Fleetwood, Testimonial S.
Harris, George .....Nottingham, St. Mary's N S.
Joy, John H. .....Carlisle, Fawcett's S.
Malin, Henry .....Burton on Trent N.S.
Mekean, William S. ....Worcester, St. Martin's N.S.
Nicholson, Richard.....Ripon Natl. S.
Pole, Edward Robert ..Leicester County S.
Smallman, Samuel .....Oldbury N.S.
Thomas, Edward R. ....Cheltenham, Trinity N.S.
Thornton, John .....Hampstead, Ch. Ch. N.S.
Triffitt, David .....Burley (near Otley) N.S.
Trim, Samuel .....Rockwell Green N.S.
Whitehead, Henry.....Sheffield, St. Mary's N.S.
Boddy, William .....Houghton le Spring, St. Michael's N.S.
Brown, Alfred.....Reading, St. Mary's N.S.
Brown, Charles Redhead.Newcastle, Clergy Jubilee S.
Brown, William .....Islington, All Saints N.S.
Burnett, William.....Barley Ch. of Eng. S.
Child, Henry ... .Ludlow N.S.
Cooper, James.....Arundel Ch. of Eng. S.
Cotterill, John .....Swinton Industrial S.
Harries, William Henry .Tenby N.S.
Howgate, Joseph.... ..Leeds, St. James' N.S.
Jeacock, John S.....Birmingham, Nechells, St. Clement's N.S.
Knight, Nathan .....Dukinfield, St. John's N.S.
Lynex, George.....Walsall Blue Coat S.
Mason, William .....Durham Blue Coat N.S.
Meredith, John .....Ipswich, St. Clement's National S.
Parker, William .... ..Standish N.S.
Plant, Edmund C. .....Abbotts Ann, Parochial S.
Punsfer, William B. ....Devon and Exeter Central S.
Rickard, Harry .....Marazion, Sir C. Cole's S.
Rudd, George .....Ripon, Trinity N.S.
Shillitoe, Wilson .....Rotherham N.S.
Smith, John .....Lumley N.S.
Williams, George.....
Wills, Elijah.....Oldbury, Chance's S.
Adkin, Joseph ....Burton on Trent, Ch. Ch. N.S.
Atkinson, John W.....Newbottle, St. Matthew's N.S.
Bailey, William .....Barnwell (Cambridge) S.
Banbrook, Samuel .....West Bromwich, Ch. Ch. S.
Brown, John .....Birmingham P. U. S.
Caldwell, William H.....Hereford Blue Coat S.
Griffiths, William .....Milford Haven Endowed S.
Heywood, Edmund.....Rhodes N.S.
Iliffe, Henry.....Leicester, Laxton Street S.
Lord, Samuel .....Failsworth N.S.
Mason, George.....Nottingham, Trinity N.S.
Metcalfe, Thomas .....Knaresborough N.S.
Rider, Alonzo J. .....Plymouth, Charles S.

Second Class—*continued.*

Spence, Charles .....Great Glenn, Ch. of Eng. S.
Vallance, R. Charles ....Derby, Curzon Street S.
Wright, Charles .....Brinklow N.S.
Andrew, Joshua .....Worsley N.S.
Bassil, A. Frederick ....Saffron Walden N.S.
Bradford, John .....St.George's-in-the-East,MiddlesexSociety'sS.
Brown, Eli .....Leicester, St. Mary's Old Parl. S.
Crompton, Peter .....Bolton-le-Moors Emmanuel S.
Furborrow, Matthew ....
Gardner, John .....Preston Central S.
Green, James .....Pitsmoor N.S.
Gunner, James J. .....Marylebone, Portman Square S.
Hopkins, Henry .....
Norburn, Henry .....Bethnal Green, St. Peter's N.S.
Pheasant, William .....King's Lynn, St. Margaret's S.
Stanley, Henry G. .....Cheltenham, St. John's N.S.
Wager, Henry .....Tetbury N.S.
Ward, Richard.....Siddington and Capesthorne N.S.
Wyatt, Joseph L. .....Bristol, Hannah More's S.
Balshaw, Amos .....Preston, St. Mary's N.S.
Beckett, Henry J. .....Leicester County S.
Brooke, Isaac .....Leeds, Little London, St. Matthew's S.
Fletcher, Samuel..... .Ridding's N.S.
Fox, Joseph W. .....Hull, Trinity N.S.
Gutherless, John.....Bridlington N.S.
Hellings, William .....Ridgeway District N.S. (Devon)
Hutchings, Harry A. ....Southwark, St. Mary's N.S.
Packham, Frederick ....Farnham N.S. (Surrey)
Redston, Alfred .....Newport (Isle of Wight) N.S.
Stansfield, Henry .....Halifax, Copley Factory S.
Truslove, Henry C.....Rugby, Trinity N.S.
Bates, Charles .....Dukinfield, St. John's N.S.
Bolton, William .....Southwell N.S.
Bullock, William .....Swinton Industrial S.
Dronfield, John .....Lound N.S.
Guy, William .....Halton Grammar S.
Hammer, Charles .....St. Austell N.S.
Jackson, William.....Horbury N.S.
Johnson, William .....Whitchurch (Salop) N.S.
Jones, John .....Llanystumdw N.S.
Irving, Walter .....Elson N.S.
Lister, John .....Calverley N.S.
Lloyd, Robert .....Tranmere, Ch. of Eng. S.
Rich, John .....Bristol, St. Paul's Parl. S.
Ridyard, Joseph .....Hyde, St. George's N.S.
Robinson, James .....
Sharp, James .....Derby, Trinity N.S.
Smith, James .....Gwernafield N.S.
Stonier, George .....Goodrich N.S.
Sutcliffe, John B. .....Otley N.S.
Thornhill, John .....Denton, Ch. Ch. N.S.
Williams, John W.....Liverpool, Windsor, St. Clement's N.S.
Belcher, Samuel EdwardEnfield N.S.
Bownass, Wm. H. .....Church Coniston N.S.
Day, Wm. Jas,.....Yarmouth N.S. (Isle of Wight)
Dodds, Thomas .....Long Houghton N.S.
Duncan, Alf. Edwd. ....Hanwell N.S.
Foster, William .....Speen, Stockcross S.
Fowler, Benjamin .....Waltham Abbey S.
Gibson, Robert.....Liverpool, St. Thomas' N.S.
Goodwin, Albert .....Abergavenny N.S.
Jones, Richard .....Brynford N.S.
Lowres, John ....Bethnal Green, St, Jude's N.S.
Lund, Christopher Henry

SECOND CLASS—*continued.*

Parker, Francis Wm. .....Barley N.S.
Pigrome, George .....Hallsville (Plaistow) N.S.
Pomeroy, William .....Whimple N.S.
Smith, Joseph .....Lancaster N.S.
Stone, Augustus F. .....Wentworth, Barrow S.
Wilson, Jno. James.....Central London District (Hanwell) S.
Alloway, John Arthur ..Nottingham, St. John's N.S.
Anstead, Walter Henry..Weybridge N.S.
Berry, Henry S. .....St. Martin's-in-the-Fields, Northern S.
Birt, Sydney M. .....Chudleigh, N.S.
Brickhill, Henry S.....Stockport N.S.
Dacre, George .....Winchester Central S.
Knight, Oscar .....Hellingley N.S.
Lapworth, Charles .... Buckland (Berks) Parl. S.
Park, Robert Stephen....Berwick-on-Tweed (Boys) N.S.
Pearce, George A. .....Weymouth, Trinity N.S.
Pitt, Alfred .....Wolverhampton, St. Mary's N.S.
Price, Edward G. .....Birmingham, St. Thomas' N.S.
Stainer, Geo. S. .....Swanage N.S.
Trethewy, Thos. Jas. ....Devonport, St. Stephen's N.S.
Tyack, Reuben.....Chacewater N.S.
Ursell, Wm. James.....Gloucester N.S.
Wanless, William .....Heddon-on-the-Wall N.S.
Babbage, Fredk. Wm. ..Milverton N.S.
Beale, Henry Linford....Kentish Town N.S.
Berry, Clement H. .....Brixham (Devon) Endowed S.
Caddie, Alfred .....Islington, St. Mary's N.S.
Carr, Samuel .....Brampton-Bierlow N.S.
Chapman, Geo. W.....Isleworth, N.S.
Davies, Mark .....Shiffnal N.S.
Felton, Cornelius .... ..Ludlow N.S.
Goodall, Alfred .....Halifax, Cross Hills, St. James' N.S.
Grandige, Richard .....Sutton-in-Kildwick N.S.
Havill, Henry Richard ..North Petherton N.S.
Hodge, Thomas .....Pembroke Dock N.S.
Holroyd, Joseph C. .. ...Liverpool, North, Ch. Eng.S.
Johnson, Wm. ... .Stepney, St. Peter's N.S.
Maud, James .....Smethwick, Chance's S.
Parker, John H. .....Huddersfield, St. Paul's N.S.
Pimlott, John Henry ....Swinton Industrial S.
Taylor, John H. .....Failsworth N.S.
Wrigley, John .....Rochdale Parish Ch. S.
Brierly, Charles F. .....Buersil and Lower Place N.S.
Draycott, Wm. H. .....Worcester, St. Martin's S.
Handley, Edward .....Wednesbury, St. John's N.S.
Harris, Wm. E. .....Cambridge, Castle End S.
Hunt, Geo. .....Gosport, St. Matthew's N.S.
Leng, Wm. Low .....Redcliffe N.S.
Martin, Arthur.....Crewe N.S.
Nicholls, John .....Kidderminster, St. Mary's N.S.
Oakley, Jas. C.....Holborn, St. Andrew's N.S.
Osborne, Walter J. .....Paddington, St. John's N.S.
Rabbetts, Frank W. ....West Cowes N.S.
Routledge, Joseph .....Kirkdale Indl. S.
Umpleby, Joseph.....Birstwith Ch. S.
Addiscott, Chas. J. .....Plymouth, Trinity N.S.
Ames, George .....Brighton Central N.S.
Athoe, George .....Rhydberth N.S.
Barber, Henry .....Freshingfield S.
Fuller, William.....
Harper, Richard .....Hull, Salthouse Lane N.S.
Harper, Thomas .....
Keyte, Henry .....Maidenhead N.S.
Mee, John.....Kirkdale Indl. S.

SECOND CLASS—*continued.*

Moore, Wm. U. .....Keighley N.S.
Rawling, George .....Houghton-le-Spring, St. Michael's N.S.
Rivers, Albert .....Ascot Heath, Ch. of Engd. S.
Straughan, Alexander ..South Shields, Trinity N.S.
Thomas, Thomas.....Abergwili N.S.

Barnett, Fredk. .....Ellastone Parl. S.
Capener, Thos.....Cheltenham, Ch. Ch. S.
Dean, Henry.....Christleton S.
Drury, George W. .....Derby, All Saints N.S.
Gilbody, Edwin .....Swinton Indl. S.
Gulliford, Robert.....Taunton P.U.S.
Holmes, Richard.....Maidstone, All Saints N.S.
Jones, T. W .....
Lindley, Joseph .. ..Irlams o' th' Height, Sir B. Heywood's B.S.
Lines, Thomas .....Hemel Hempstead N.S.
Metcalfe, Joseph .....Kirby Malzeard N.S.
Moorhouse, Thos. P. ....Meltham Mills N.S.
Morgan, Richd. M.....Llanwnog N.S.
Owen, George W. .....Portsmouth N.S.
Powell, Wm. Hy. .....Abergavenny N.S.
Taylor, Charles .....Lyncombe, St. Mark's N.S.
Tomlinson, John .....Lilleshall N.S.
Varnfield, George.....Stepney P.U.S.
Whimhurst, Chas. .....Salehurst N.S.

Andrews, Thos. N.....Plymouth, Charles N.S.
Atkinson, John.....Whixley N.S.
Bell, Henry .....Ballasalla N.S.
Bentley, James .....Ellel or Galgate N.S.
Boyes, John .....York, St. Cuthbert's, Bilton Street S.
Chandler, Francis .....Hertford, Cowper Testimonial S.
Coe, Thos. N. .....Halifax, Haley Hill S.
Cunliffe, James .....Milnrow N.S.
Gregory, John .....Derry Hill N.S.
Hopping, Edwd. L.....Hillingdon and Cowley N.S.
Hulbert, Edwd. .....Swindon N.S.
Kirby, Edward.....Tetbury N.S.
Liddington, Jas. F.....Chalford N.S.
Lomas, William .....Ecclesall, (Yorks.) N.S.
Martin, Morton .....Salford, Gt. George Street Model S.
Noble, William .....Blencogo N.S.
Oliver, William .....Bethnal Green, St. Thomas' N.S.
Pa kin, James .....Ardsley N.S.
Raine, Isaac.....South Shields, St. Stephen's N.S.
Spencer, Jno.....Liverpool, All Saints N.S.
Waite, Robert .....Waltham-le-Wold N.S.

Ballard, Charles H. R. ..Chelsea, St. Mark's Pract. S.
Beck, John .....Preston, Central N.S.
Bowman, William .....West Tanfield N.S.
Brocklebank, James ... South Shields, St Stephens N.S.
Coleman, Michael .....Gilmorton S.
Draper, William.....Halstead, Holy Trinity S.
Evans, David.....
Evans, James .....Ocker Hill N.S.
Francis, Henry.....Meare, N.S.
Higson, David .....Colne N.S.
Holloway, John .....North Newington, Ch. of Eng. S.
Holt, Albert .....Lenton N.S.
Hughes, Hugh .....Carnarvon, N.S.
Moore, William .....Kington N.S.
Sykes, James W. ....Sowerby, District. S.
Tempest, Aaron .....Sutton-in-Kildwick N.S.
Weaver, Thomas.....Bassingham N.S.

Barnes, Alfred .....Cross Stone N.S.
Battersby, Richard .....

SECOND CLASS—*continued.*

Birtles, John.....Warrington, Heathside S.
Breadmore, George H....Bourne, St. Mary's N.S.
Burrell, Charles .....Messingham N.S.
Cutting, George .....Brocklesby, Park S.
Davies, John.....Brecon, St. John's N.S.
Dobson, Edwin .....Denholme Gate N.S.
Gardiner, Richardson C..Tanfield N.S.
Green, Frederick .....Reading, St. Giles' Boys S.
Hughes, Abel .....Llanfair Talhaiarn N.S.
Knox, John .....Newcastle, St. Andrew's, N.S.
Ashen, Charles.....Mildenhall, Sir H. Bunbury's S.
Bailey, George.....Healey, Ch. of Eng. S.
Dodd, John F.....Liverpool, Prince's Park; St. Paul's N.S.
Evans, John Edward ....Rhuddlan N.S.
Forrest, Joshua .....Cradley N.S.
Given, William .....Bidstone N.S.
Godlington, Henry .....Ely N.S.
Hughes, Charles .....Woolwich, St Thomas' N.S.
Lugg, Charles .....Cainscross N.S.
Owers, Alfred .....Springfield N.S.
Peters, Thomas.....Hadlow Down N.S.
Allison, Joseph.....Belleau N.S.
Berry, Benjamin ....Shaw N.S.
Ellis, John.....Wicker, Holy Trinity N.S.
Fowler, Joseph .....Waltham Abbey S.
Graham, Alexander..... Seaham Harbour N.S.
Jones, Thomas .....Rhyl N.S.
King, George.....Ripon N.S.
Latham, Edwin .....Wombridge N.S.
Lindley, Samuel .....Pendlebury, St. John's S.
Nicholls, George .....Shrewsbury, St. Mary's N.S.
Pooley, Henry .....Nantwich N.S.
Powell, Henry.....Central London District S. (Hanwell).
Randell, William .....Melksham N.S.
Richardson, William ....Alnwick N.S.
Roberts, John William ..Wolborough and Highweek N.S.
Roper, George .....Wellington (Salop) N.S.
Storey, Frederick.....Sleaford, Alvey Endowed N.S.
Sugden, James.....Leeds, Little Holbeck, Messrs. Marshall's Factory S.
Sykes, Joel .....Lockwood N.S.

II. *Church of England.—Females.*

FIRST CLASS SCHOLARSHIPS of £17, with a Personal Allowance of £3.

Robinson, Maria .....Hanover District, St. George's S.
Day, Ada .....Birch N.S.
Stubbs, Ellen .....Congleton, St. James' N.S.
Whitehead, Emma .....Leeds, Quarry Hill, Carver St. Inft. N.S.
Pett, Eliza .....Home and Colonial Model S.
Hanson, Annie.....Derby, Tg. C. Practising S.
Henville, Mary J. .....Pimperne N.S.
Bond, Eliza Cath. .....
Sutcliffe, Ellen A. .....Habergham, All Saints Natl. S.
Clarkson, Mary B. .....Sellindge Church of Engld. S.
Quick, Louisa .....Whitechapel, St. Mark's N.S.
Babb, Jane .....Waterloo Road, St. John's N.S.
Jebb, Susannah M.....Wimbledon N.S.
Pugh, Eliza .....Home and Colonial Model S.
Wolstenholme, Sarah J.....Blackburn, St. John's N.S.
Blackmore, Sarah J. .....Torquay N.S.
Browne, Mary A. .....Aylesbury N.S.

First Class—*continued.*

Collinge, Ann .....Manchester Cathedral S.
Folley, Charlotte .....Horncastle, St. Mary's N.S.
Martin, Caroline .....North Audley St., St. Mark's N.S.
Quin, Frances ....
Shore, Elizth. .....Everton Ch. Ch. N.S.
Smallshaw, Elizth. ....Southport Ch. Ch. N.S.
Smith, Mary J.....York, Bishopsgate S.
Yelf, Sarah J. .....Oxford, St. Paul's N.S.
Hassell, Harriet.....
Moore, Mary A. .....
Try, Ellen .....Kensington Free S.
Barton, Mary E. .....Pimlico, St. Michael's N.S.
Birtwell, Charlotte .....Habergham, All Saints N.S.
Kerr, Agnes A. .....Lytham, St. John's Infant S.
Squire, Elizabeth, S.C. .....Portland, St. John's N.S.
Bond, Mary E.....Dorchester N.S.
Breakell, Sarah .....Preston, St. Peter's N.S.
Potter, Mary A. .....Hampstead, Christ Church N.S.
Stevens, Eliza .....Leicester, County S.
Swindells, Margaret .....Manchester, Cheetham Hill, St. Mark's N.S.
Allen, Emma .....Sudbury, Lady Vernon's S.
Allsop, Mary Elizabeth.....Brighton, St. John's N.S.
Ellis, Celia .....
Harrison, Charlotte.....Leeds, St. Saviour's N.S.
Hellon, Sarah .....St. Pancras, Woburn Episcopal S.
Miers, Agnes .....Ashbourne N.S.
Betts, Emily..... Cambridge, St. Paul's N.S.
Binns, Sophia .....Halifax, Copley Factory S.
Dobson, Hannah .....Manchester, St. Barnabas N.S.
Gooch, Susannah.....Sudbury, All Saints N.S.
Hill, Jane .....Westminster, St. Stephen's N.S.
Parr, Jane .....Farnworth, N.S.
Davies, Annie A. .....
Doe, Susannah.....City of London, Second S.
Hibbert, Alice.....Chorley, St. George's N.S.
Permain, Ellen S. .....Wonston Parochial S.
Phillips, Emily S. .....King's Lynn, St. John's N.S.
Martin, Caroline Mary A.....North Audley Street St. Mark's Infant N.S.
Smith, Louisa .....
Tilling, Emily .....Highgate N.S.
Turner, Mary Ellen .....South Metropolitan District S.
Watts, Mary .....
Gould, Lavinia .....Fletching N.S.
Hearn, Ann .....Highgate N.S.
Holloway, Sarah A. .....Worcester, St. Peter's N.S.
Pearson, Mary .....Codicote N.S.
Rippon, Margt. A......
Scott, Sarah .....Spalding N.S.
Terry, Elizabeth .....Red Hill, St. John's N.S.
Darlington, Mary A. .....Home and Colonial Model S.
Darwin, Jane .....Boston, West Ch. Middle S.
Frampton, Mary A.....Mistley, Norman N.S.
Jones, Eliza A.....Colchester, Blue S.
Merritt, Mary .....Tavistock N.S.
Read, Jane P. .....Worcester, St. Peter's N.S.
Roberts, Ann .....Shenley N.S.
Sanesbury, Jane .....Rushen N.S. (Isle of Man)
Sparkes. Susan .....Stoke-by-Clare N.S.
Stoker, Lucy.....Mortlake, Girl's N.S.
Barraclough, Elizabeth .....Farsley N.S.
Brown, Fanny .....Ringwood N.S.
Cundall, Esther .....Farnham N.S.
Forsyth, Jane A. .....Norham, Girl's N.S.
Marsh, Isabella J. .....Staines N.S.
Webber, Georgina ....Exeter, Episcopal Charity S.
Wetherell, Jane .....Carlisle, Fawcett, Ch. of Eng. S.
Carr, Emma.....Deal, Par. S.
Daniels, Annie.....Swyncombe N.S.
Dryland, Mary.....Liverpool, St. Jude's N.S.
Dunn, Emily A. .....Stepney, St. Thomas' N.S.
Eastwood, Emily .....Halifax, Haley Hill S.
Kingman, Mary A.....Walcot, St. Stephen's N.S.
Mager, Anna M.....Bradford-on-Avon, Parish Ch. N.S.
Mayne, Fanny.....Arundel N.S.

First Class—*continued.*

Wilkins, Eliza J.....Chantry N. and Industrial S.
Boyce, Charlotte .....Ashford, S.E. Railway Company's S.
Chalk, Elizabeth .....Abbotts Langley N.S.
Cooper, Emily S.....Upper Chelsea, Trinity Infant S.
Coulthurst, Margaret.....Preston, St. Peter's Infant S.
Flavell, Hannah E.....Stanwix N.S.
Lamb, Caroline .....Worcester, St. Peter's N.S.
Potter, Jane .....Manchester, St. James' N.S.
Robinson, Anne.....York, Walmgate S.
Sewell, Harriet .....Hitcham S.
Abbott, Sarah.....Rugby, Trinity N.S.
Bowles, Augustine.....Cheltenham, St. Paul's N.S.
Campbell, Sarah E.....Amwell N.S.
Gregg, Elizabeth.....Home and Colonial Model S.
Page, Martha E.....Great Yarmouth, St. Nicholas S.
Rimmer, Nancy .....Mold N. S.
Wren, Jane .....Crossthwaite, Ch. of Eng. S.
Chadwick, Margaret .....Bollington, St. John's N.S.
Hardingham, Emily .....Reepham, St. Mary's N.S.
Haugh, Catherine .....Stanwix N.S.
Herbage, Elizabeth.....Islington, St. Mary's N.S.
Jackson, Esther E.....Buckingham Palace, Royal Mews S.
Rignall, Mary .....Charterhouse, St. Thomas' N.S.
Ross, Susan .....
Steeds, Frances A.....Evercreech, Ch. Ch. N.S.
Watson, Sarah A.....St. George's-in-the-East Ch. Ch. N.S.
Wheate, Elizabeth .....Blymhill N.S.
Brookhouse, Fanny.....Derby, Trinity N.S.
Clayton, Elizth. .....Wharton N.S.
Cundick, Louisa .....Southampton, St. Mary's N.S.
Freeman, Mary .....Cheltenham, St. Paul's N.S.
Gammon, Mary L.....Peterborough, St. Mary's N. Infants' S.
Healy, Mary N. .....Marylebone Central S.
Hunt, Rhoda.....Bowood S.
Jenkinson, Frances.....Lozells, St. Silas N.S.
Lane, Emma M. .....East and West Cranmore N.S.
Morris, Henrietta.....Brighton Central N.S.
Roper, Eliza H. .....Westminster, St. Margaret and St. John's N.S
Scott, Susan .....Gt. Berkhampstead N.S.
Thompson, Sarah A. .....Whitehaven, St. Nicholas N.S.
Thorpe, Ann.....Nottingham, St. John's N.S.
Williams, Elizth. .....Wells Central S.
Baggaley, Mary E. .....Clay Cross Iron Works S.
Bailey, Louisa .....St. Giles-in-the-Fields N.S.
Bromley, Elizth. R. .....Marylebone Western N.S.
Coates, Mary.....Benson N.S
Cooper, Louisa .....Leicester County S.
Crews, Mary B. .....Stepney, St. Peter's N.S.
Debonnaire, Alice Louisa ....Spitalfields, Parl. and N.S.
Dixon, Emily K.....
Ford, Fanny .....St. Pancras, Woburn Epis. S.
Harrison, Emma E. .....Northampton, St. Peter's Inf. N.S.
Matthews, Elizth. .....Shirley N.S.
Powell, Elizth.....Manchester, St. Matthias' N.S.
Price, Mary A.....Kidsgrove C.E.S.
Short, Helen.....Langley N.S.
Stowell, Rachel A. .....Bristol, Brandon Hill, St. George's N.S.
Wade, Catherine B. .....Crocken Hill S.
Watts, Esther .....Ormskirk United Charity S.
Whittle, Hannah.....Hendon N.S.
Bennett, Mary A. .....Westminster, Curzon Street Chapel S.
Bishop, Ann.....Aigburth N.S.
Davis, Lydia .....Birmingham, St. Mary's N.S.
Dovey, Jane M. E. .....
Gardner, Ellen.....Caton N.S.
Harding, Jemima .....Tarrant Hinton, Ch. of Eng. S.
Humphreys, Cecilia A. .....Bath, St. Saviour's N.S.
Jackson, Grace.....Preston, St. Peter's N.S.
Jenvey, Fanny.....Wimborne Minster N.S.
Leggett, Hannah .....Lowestoft, St. John's N.S.
Mason, Isabella .....Sunderland, Gray S.
Nicholas, Mary Jane .....Draycott-le-Moors S.
Piper, Sarah E. .....Lisson Grove, St. Paul's Bentinck S.
Baker, Anne .....Wharton N.S.

First Class—*continued.*

Bulpitt, Emily A. .....Edgbaston, St. George's N.S.
Dearlove, Caroline .....Lisson Grove, St. Paul's Bentinck S.
Laud, Mary .....Derby, Traffic Street S.
Lynch, Mary Jane .....St. Martin-in-the-fields N.S.
Mallet, Marianne.....Haggerstone, St. Mary's N.S.
Mead, Caroline .....Westbury (Wilts) N.S.
Nancarrow, Elizabeth A. ....Trevenson Pool N.S.
Sherratt, Eliza.....Freehay, St. Chad's N.S.
Strickland, Ellen H. .. ..Traumere Ch. of Eng. S.
Collingburn, Mary J. .....Gloucester, St. Michael's N.S.
Norton, Harriet .....Lakenham, St. Mark's Infant S.
Parkinson, Alice .....Blackburn, Holy Trinity N.S.
Ranford, Mary .....Worsley N.S.
Robins, Sarah .....Cheltenham, Bath Road N.S.
Russell, Harriet .....Farringdon Street, Harp Alley B.S.
West, Jane .....Cambridge, St. Paul's N.S.
Crowther, Rebecca .....Halifax, Haley Hill Infant S.
Davies, Sarah .....Camberwell, Camden Church S.
Dowding, Mary A. .....South Metropolitan District S.
Duke, Frances Anne .....
Garside, Sarah A. .....Manchester (Birch), St. James's N.S.
Groombridge, Lucy .....Halifax, Haley Hill N.S.
Hill Jemima .....Southwark, St. Mary's Infant S.
Jackson, Catherine .....Kenilworth, St. John's N.S.
Jennings, Emmeline .....Leicester, St. Margaret's S.
King, Martha E. .....Warboys N.S.
Lay, Clara Sophia .....Newington, Trinity N.S.
Miles, Frances .....Westminster, St. Margaret and St. John's N.S.
Noble, Arabella M. .....Frome, Trinity N.S.
Osborne, Betsy .....St. Neot's, Free Charity S.
Pennington, Emma.....Wharton N.S.
Piggott, Caroline .....Hornsey, St. Mary's N.S.
Sheppey, Harriet A. .....
Smart, Jane .....Barford-St. Martin N.S.
Whicker, Catherine J. .....Guernsey, St. Peter's Port N.S.
Williams, Ann E. .....Birkenhead, St. John's N.S.
Wiltshire, Elizabeth .....Chelsea, Trinity N.S.

Second Class Scholarship of £17.—No Personal Allowance.

Allen, Susannah.....Weston-super-Mare N.S.
Allnutt, Elizabeth S. P. .....Oxford, St. Clement's N.S.
Barlow, Mary A.....Buckley, St. Matthew's N.S.
Carter, Rosaline E. .....Cambridge, St. Giles' N.S.
Chapman, Eleanor .....Poynton N.S.
Chester, Amelia M.....Whiteland's Model S.
Colchester, Frances .....Cheltenham, St. Paul's N.S.
Craik, Jessie .....Liverpool, Ch. Ch. N.S.
Ely, Lucy .....St. Pancras, Trinity N.S.
Ewart, Eleanor D. .....Berwick on Tweed Charity Girls' S.
Ibbetson, Elizabeth M. .....Hull, Salthouse Lane N.S.
Kirby, Ann .....Leicester, St. Margaret's S.
Lord, Emma.....Westminster, Tothill Fields, St. Mary's N.S.
Loveland, Elizabeth .....Clapham, St. James' N.S.
McCarthy, Eliza.....Odiham N.S.
Martin, Ellen .....Soham N.S.
Morphey, Sarah A.....Reigate N.S.
Morton, Sarah B. .....Macclesfield Ch. Ch. N.S.
Purvis, Mary J. .....Hendon, St. Paul's N.S.
Sharpe, Rebecca .....Liverpool, St. Bride's N.S.
Sleadon, Elizabeth .....Heywood, St. James' N.S.
Smeatham, Charlotte .....Liverpool, Edge Hill, St. Mary's N.S.
Sutton, Emily .....Southwark, St. Jude's N.S
Warner, Emily .....Peterborough, St. John the Baptist S.
Wood, Matilda.....Southwark, St. Jude's N.S.
Yeates, Mary H. .....
Baldwin, Rhoda.....Ramsgate, St. George's N.S.
Clare, Mary.....Worsley N.S.
Cook, Jane.....Portsmouth N.S.
Davis, Emily .....Malvern Morris Ch. of Eng. S.
Kilsey, Phœbe.. .....Lower Norwood, St. Luke's N.S.
Legg, Margaret .....St. Mary's (Scilly) N.S.
Messer, Mary A.....Bayford N.S.

Second Class—*continued.*

Parker, Georgiana .....Westminster, St. James' N.S.
Pitt, Mary A. .....Baldwin's Gardens N.S.
Price, Martha .....Smethwick N.S.
Robinson, Mary .....Birkenhead, Holy Trinity N.S.
Short, Mary A. .....Sunderland, Gray S.
Tidy, Fanny .....Basinghall Infant S.
Wilkins, Elizabeth .....Reading, St. Mary's N.S.
Wood, Caroline .....Edgbaston Parl. S.
Aldridge, Ann .....Reading, St. Giles' N.S.
Bonner, Emma .....Walkern N S.
Boyland, Eliza.....Weymouth, St. Mary's N.S.
Brook, Maria .....Huddersfield, Seed Hill, St. Peter's N.S.
Cann, Priscilla E. .....Plymouth, Charles S.
Cooper, Eliza H.....St. Pancras, Woburn Episcopal Chapel S.
Creer, Frances E. .....Douglas, St. Barnabas N.S.
Downing, Jane .....Donington Wood N.S.
Field, Sarah .....Kirkburton N.S.
Cross, Elizabeth Hannah ... Nottingham, Girls' S. of Industry.
Holman, Merina .....Crewkerne N.S.
Holt, Edith M.....Richmond (Surrey) N.S.
Hoyle, Emma.....Kennington Oval N.S.
Lamb, Ann .....Blackburn, St. Michael's N.S.
Phillips, Harriette .....Cradley N.S.
Sawtell, Esther A. .....Bristol, Benevolent Society of St. James and St. Paul N.S.
Sheppard, Charlotte .....Northampton, St. Catherine's N.S.
Shutt, Emma .....Northam N.S.
Sole, Sarah .....Walkern N.S.
Sutherland, Catherine .....Shrewsbury, St. Mary S.
Turner, Elizabeth.....Chatteris, Infant B S.
Vincent, Elizabeth .....Westminster, St. James' N.S.
Warburton, Betsy .....Irwell N.S.
Webb, Sarah J.....Tyldesley N.S.
Amey, Mary M. .....Dorchester N.S.
Banks, Sarah A. .....Keswick, St. John's N.S.
Bishop, Ellen .....Christchurch N.S.
Cain, Elizabeth L.....Luton N.S.
Chaplin, Jane .....St. Pancras Ch. Ch. N.S.
Cole, Emma .....Painswick N.S.
Curtis, Martha .....St. Martin-in-the-Fields N.S.
Dayer, Matilda .....Walcot, St. Stephen's N.S.
Gerst, Caroline .....Chelsea, St. Saviour's N.S.
Green, Harriet .....Enfield Lock Government S.
Hancock, Elizabeth Ann .....Silverdale N.S.
Holyoak, Ruth Gee.....Redditch N.S.
Hull, Susannah .....Shillington N.S.
Medhurst, Mary A. .....Liverpool, Prince's Park, St. Paul's N.S.
Neville, Sarah .....Bristol, St. Peter's N.S.
Ratcliffe, Ann Rebecca .....Heanor N.S.
Robinson, Mary.....Durham Blue Coat S.
Stephens, Elizabeth.....Brecon N.S.
Almond, Susan .....Preston Ch. Ch. N.S.
Batty, Clara .....Bradford, St. James' N.S.
Bell, Eliza .....Grantham N.S.
Beverley, Emily L.....Limehouse, St. John's N.S.
Birch, Martha .....Lower Crumpsall S.
Bird, Susan A. .....Chatham, St. John's N.S.
Ellworthy, Eliza .....Southwark, St. Mary's N.S.
Feltham, Ann .....Romsey N.S.
Gapper, Ellen S. .....Axminster N.S.
Giles, Rosa .....Farringdon Street, Harp Alley B.S.
Graham, Maria.....Gresford N.S.
Haigh, Ann ..... Halifax, St. James's (Victoria Street) N.S
Hitchings, Emily..... Jersey, St. Mark's N.S.
Longridge, Hannah.....Sunderland, Gray S.
Lucas, Harriet .....Trowbridge, Trinity N.S.
Phillips, Sophia .....Betley N.S.
Pinning, Mary A. .....Chelsea, St. Saviour's N.S.
Ponton, Eliza .....Downton, N.S.
Porter, Susannah.....Stepney, Trinity N.S.
Settle, Hannah M. .....Selby, Abbey Ch. S.
Viney, Mary.....Wilton N.S.
Anderson, Anne .....
Banyard, Charlotte A. .....Islington, St. Mary's N.S.
Bowhill, Frances J.....Berwick-on-Tweed, Charity Girls' S.

Second Class—*continued.*

Harker, Jane A. .....Grassington N.S.
Henderson Anne .....Carlisle Central S.
Holden, Mary .....Mildenhall, Sir H. Bunbury's S.
Hunt, Fanny.....Alcester, N.S.
Male, Ruth .....
Nichol, Elizabeth .....Hexham, Subn. S.
Packer, Mary M. .....Bradford-on-Avon, Parish Ch. N.S.
Platts, Elizabeth.....Derby, Trinity N.S.
Thorndick, Elizabeth .....Springfield N.S.
Wadsworth, Augusta M.....Benson N.S.
Webb, Sarah, E.....Hitchin, St. Mary's N.S.
Weeks, Mary A. .....St. Pancras, Ch. Ch. N.S.
Young, Fanny .....Darfield N.S.
Davis, Mary.....Algburth N.S.
Dawson, Louisa E.....Guernsey, St. John's N.S.
Everett, Emma A. .....St. Giles-in-the-Fields N.S.
Hale, Ann E.....Salisbury Model S.
Harris, Clara J. .....Bristol, St. Paul's Parl. S.
Hazelton, Elizth. .....Southampton, Newtown, St. Luke's N.S.
King, Georgiana W. .....Manchester, St. James's N.S.
McCann, Eliza .....
Marrott, Eliza .....Old Street Road, St. Mark's N.S.
Meagle, Sarah.....
Murray, Ellen .....Standish N.S.
Preston, Eliza .....Hornsey, St. Mary's N.S.
Sedcole, Annie .....St. Martin's-in-the-Field's, Northern Dist. N.S.
Sheldon, Charlotte.....Bossage N.S.
Shepherd, Elizth. .....Westbury-on-Trym N.S.
Sherwin, Harriet.....Lower Crumpsall N.S.
Beddington, Eliza.....Nantwich N.S.
Bendall, Emma .....Bristol, St. James's Infant S.
Brier, Lucy C.....City of London First S.
Bull, Amelia A .....Chatham, St. Paul's N.S.
Collier, Elizth. L. .....Bristol, St. James's Infant N.S.
Coulthard, Mary .....Cockermouth Infant S.
Crutch, Jane Eliza.....Winchester, St. Thomas's N.S.
Douglas, Helen B.....Salford Ch. Ch. N.S.
Gardner, Emily .....Oxford, St. Paul's N.S.
Green, Emma .....Southbourne and Seaside N.S.
James, Fanny .....Nottingham, Girls Sch. of Indy.
Page, Sarah A.....Paddington Green, St. Mary's N.S.
Pearman, Annie H. .....Shepherd's Bush, St. Stephen's N.S.
Pooley, Elizabeth.....Upper Chelsea, Trinity S.
Sanderson, Henrietta .....Huddersfield, Seed Hill, St. Peter's N.S.
Connor, Margaret .....Liverpool, Toxteth, St. Thomas's N.S.
Harris, Ann .....Aldersgate Ward and Packington S.
Hayward, Elizabeth M.....Gillingham, N.S.
Heald, Helen .....Derby, Ch. Ch. N.S.
Luxford, Elizabeth.....Godstone N.S.
Mason, Hannah .....Liverpool, St. Simon's N.S.
Morris, Margaret J.....Clapham. Wandsworth Road Commercial S.
Philpot, Esther H. .....Plumstead Central S.
Robinson, Eliza .....Bury St. Edmund's, St. James's N.S.
Staton, Sarah.....Torquay, Trinity N.S.
Varley, Lucy .....Leicester, St. John's N.S.
Vincent, Mary A. E. .....Westminster, St. James's N.S.
Walker, Louisa .....Pitsmoor N.S.
White, Mary A. J. .....Bermondsey, St. James's N.S.
Whitfield, Louisa.....Richmond, St. John's N.S.
Whittaker, Annie .....Draycott in Hanbury N.S.
Woodcock, Susan .....Leicester, St. Mary's, Laxton Street New S.
Allenby, Thirza .....West Bromwich, All Saint's N.S.
Atherton, Emma.....Sheffield, St. Mary's N.S.
Collingwood, Elizabeth .....Halifax, Cross Hills S.
Deakin, Hannah Barlow.....Newcastle-under-Lyne, St. George's N.S.
Keville, Charlotte A. .....Islington, St. Jude's N.S.
Lamerton, Mary A.....St. Austell N.S.
Loveridge, Esther M. G. ....Guernsey, St. John's N.S.
Mason, Emma .....Northampton, All Saint's N.S
Peasgood, Emma .....Leicester, St. John's N.S.
Phillips, Anne .....Broseley N.S.
Rushworth, Martha.....Leeds, St. Mary's N.S.
Stubbs, Emma .....Sheffield, St. Mary's N.S.
Taylor, Ann .....Astbury N.S.
Tibbitts, Annie.....Gloucester, St. James's N.S.

Second Class—*continued.*

Toller, Annie .....
Ward, Louisa .....Birmingham, St. Paul's N.S.
Yates, Amelia A.....Adlington N.S.
Anset, Mary A. M.....Sydenham N.S.
Baker, Elizabeth .....Redcliffe, St. Mary's N.S.
Castle, Lucy .....Whitechapel, Society's S.
Cole, Eliza.....Manchester, Paddington, St. Paul's N.S.
Courtman, Mary A......
Catts, Harriett .....Romford N.S.
Hall, Charlotte .....Barnsley, St. George's N.S.
Hancock, Mary .....Bristol, St. Peter's N.S.
Hawkins, Sarah .....Marlborough, St. Mary's N.S.
Haynes, Jane Perkins .....Marylebone, Portman Square N.S.
Merrey, Clara .....Burton-on-Trent Ch. Ch. N.S.
Palmer, Louisa.....Swinton Industrial S.
Parker, Mary J. .....Gloucester, St. James's Infant S.
Porter, Louisa M. .....Islington, St. Peter's N.S.
Pratt, Louisa.....Gloucester, St. James's N.S.
Rawlinson, Ann .....Walkden Moor N.S.
Ross, Margaret .....Westminster, St. James's N.S.
Tiley, Emma M. .....Bristol, Hannah More's S.
Wilson, Hannah.....Newcastle-on-Tyne, St. Andrew's N.S.
Backhurst, Louisa .....Portsea, Beneficial Society's S.
Bailey, Emily S. .....Stratford, St. John's N.S.
Bland, Drusilla.....Carmarthen N.S.
Briggs, Mary .....Halifax, Queen's Head N.S.
Brine, Annie .....Sherborne N.S.
Cooke, Harriett .....Romsey Infant N.S.
Cropp, Cecilia A. .....Islington, St. Jude's N.S.
Davis, Catherine A. .....City Road, St. Matthew's N.S.
French, Maria .....Widcombe, Infant S. (Bath)
Gibson, Hannah .....Golden Hill S.
Green, Elizabeth.....Halstead, St. Andrew's N.S.
Greenville, Ellen .....Kingsdown, St. Matthew's N.S.
Harris, Louisa ....Chelmsford, Victoria S.
Kelly, Catherine .....
Mortlock, Mary Elizabeth ...Cookham Dean N.S.
Owen, Margaret .....Llanrwst N.S.
Peruzzi, Louisa .....Chelsea, Park Chapel S.
Reynolds, Priscilla H. .....Bermondsey, St. James's N.S.
Robinson, Hannah .....Wakefield, All Saints N.S.
Staley, Sarah .....Ripley, Girls N.S.
Stevens, Elizabeth .....Wytham N.S.
Tate, Sarah J. .....Liverpool, Prince's Park, St. Paul's N.S.
Tinker, Frances .....Hulme, St. Mark's Infant S.
Watson, Mary M. G. .....Hillingdon N.S.
White, Ann Rebecca .....Chesterfield, Trinity N.S.
Wigmore, Jane .....Malmesbury Juvenile and Infant S.
Wood, Georgina .....Walsall Blue Coat S.
Annetts, Sarah A. .....Collingbourne Kingston S.
Dobson, Sarah J. B. .....Barnard Castle N.S.
Durban, Louisa .....Greenwich, East Branch N.S.
Hughes, Lucretia A. . .....Camberwell, Camden S.
Jarvis, Jane .....Stanton-by-Dale N.S.
Meyrick, Ellen .....Wolverhampton, St. Mark's N.S.
Morrison, Anne J. .....Liverpool, Prince's Park, St. Paul's N.S.
Reeves, Elizabeth.....Kings Somborne N.S.
Simmons, Louisa .....Bermondsey, St. Paul's N.S.
Trotter, Louisa .....Feltham N.S.
Varnon, Mary J.....Hinckley N.S.
Wilkins, Sarah .....Burton-on-Trent, Ch. Ch. N.S.
Baseley, Jane .....
Boucher, Isabella.....Kidderminster, St. George's N.S.
Chillington, Caroline .....Bilston, St. Leonard's N.S.
Corlett, Isabella .....Douglas, Atholl Street, St. George's N.S.
Geary, Sarah.....Newark, King Street, Infant S.
Hammond, Jane .....Fareham N.S.
Mason, Jane .....Manchester, Cheetham Hill, St. Luke's N.S.
Matthews, Keturah .....West Bromwich, Golds Hill, Messrs. Bagnalls' S.
Parr, Frances.....
Potter, Elizabeth J.....Pembroke Dock N.S.
Swatman, Sarah .....Bilston, St. Leonard's N.S.
Thomazin, Eliza .....Spalding N.S.
Wade, Elizabeth .....Leeds, Little London N.S.
Woodward, Jane .....Halton Parochial S.

Second Class—*continued.*

Alty, Ellen .....Bickerstaffe N.S
Baker, Elizabeth .....Wrington N.S.
Balmer, Helen.....Everton, Ch. Ch. N.S.
Barker, Sarah .....Nottingham, St. John's N.S.
Blair, Anne J.....Douglas Atholl Street, St. George's N.S.
Croker, Helen .....Holsworthy N.S.
Dewhurst, Henrietta .....Preston, Ch. Ch. N.S.
Francis, Sophia L.....Bridgend, N.S.
Goble, Lucy .....Luton N.S.
Hisee, Sarah A.....Rotherhithe, St. Paul's, N.S.
Jackson, Emma .....Wandsworth, St. Ann's N.S.
Jennings, Eliza .....Taunton, Holy Trinity S.
Johns, Maria M. .....Bristol, St. Michael's N.S.
Laycock, Mercy .....Gargrave, N.S.
Lush, Lucy .....Godalming N.S.
Manifold, Sarah .....Liverpool South C. of E.S.
Melhuish, Sophia .....Morchard Bishop N.S.
Morgan, Henrietta .....King's Somborne N.S.
Otterwell, Maria .....Belper N.S.
Randfield, Rachel .....Liverpool, St. Barnabas S.
Rigelsford, Mary .....Godalming. Infant S.
Smithson, Martha.....Doncaster Ch. Ch. S.
Studholme, Elizabeth.....Wigton N.S.
Williams, Bessie .....
Allsop, Sarah G. .....Stockingford N.S.
Bairstow, Hannah Elizabeth .Huddersfield, St. Paul's N.S.
Baron, Hannah L. .....Longsight, St. John's Infant S.
Bellman, Fanny C.....Bromley (Middlesex) N.S.
Bishop, Fanny Hannah.....Shrewsbury, St. Chad's N.S.
Brayshay, Elizabeth .....Grassington N.S.
Brierly, Hannah .....Preston, St. Mary's N.S.
Brookes. Eliza Jane .....Bloxwich N.S.
Eastwood, Mary .....Halifax, Haley Hill Infant S.
Harling, Elizabeth .....Sandbach N.S.
Halcrow, Elizabeth .....Hull, St. Mary's N.S.
Humphrey, Ellen .....Brighton, Warwick Street N.S.
Kiddell, Louisa .....
Lawson, Sarah A. .....Horncastle N.S.
Loney, Eliza A. .....Exeter, St. Sidwell's N.S.
Ogden, Elizabeth.....Clayton N.S.
Prout, Martha J. .....
Stevens, Caroline.....Newhaven N.S.
Sutcliffe, Hannah .....Harpurhey N.S.
Taylor, Emma .....St. Neots Free Charity S.
Taylor. Mary E. .....Preston, All Saints N.S.
Thwaites Isabella .....
Thomason, Ann .....Ironbridge, Ch. of E. S.
Trist, Hannah B.....Beddington and Wallington N.S.
Walker, Harriet.....Pitsmoor N.S.
Wenn, Miriam .....Paddington, St. John's N.S.
Bailey, Ann .....Malmesbury Jnv. and Inft. S.
Best, Ellen.....Halifax, Cross Hills S.
Brearley, Ann E.....North Wheatley N.S.
Callander, Agnes.....
Coleburn, Henrietta ..... Runcorn, Trinity N.S.
Davies, Emma.....Ystalyfera Ch. of E S.
Gibbons, Hannah.....West Bromwich, Gold's Hill, Messrs. Bagnall's S.
Goldsmith, Fanny .....Brighton, St. John's N.S.
Gordon, Mary A..... ..Swansea N.S.
Hillyer, Emma.....Lyndhurst N.S.
Hodgkinson, Mary .....Preston, St. Luke's N.S.
Hunson, Elizabeth .....Liverpool, St. Luke's N.S.
Hullah, Elizabeth .....
Ingram, Mary A.....Liverpool, St. Barnabas N.S.
Kinchin, Eliza.....Redditch N.S.
Linge, Mary .....Belper N.S.
May, Eliza .....West Malling N.S.
Oliver, Maria .....Wordsley Girls' N.S.
Revitt, Betsey ..... Farnworth, St. John's N.S.
Somerscales, Ann .....Hull, St. Stephen's N.S.
Southan, Emma M.....St. Pancras, Gordon Square, All Saints' S.
Walker, Ann .....Huddersfield, St. Paul's N.S.
Wickham, Priscilla.....Plymouth, Trinity N.S.
Wright, Emma .....St. Alban's, St. Peter's Ch. S.

III. *British and Wesleyan.—Males.*

First Class.

Langley, Edwin C. R. ..Westminster Wes. Practising S.
Green, John .....Manchester, New Jerusalem Chapel S.
Badcock, John.....Abingdon B.S.
Reynolds, John .....Manchester, Lower Moseley Street B.S.
Kernick, Richard .... .St. Ives (Cornwall) Wes. S.
Borrill, Frederic .....Barton on Humber Wes. S.
Clark, Henry J. .....Somers Town B.S.
Devonshire, Frederic ...Mintern Street (New North Road) Wes. S.
Barwick, Jabez.....Lees, Wes. S.
Calladine, Thos. J. .....New Wolverton B.S.
Reatchlous, Andrew ....St. Neots, Wes. S.
Webster, Jas. H.....Bramley Wes. S.
Hargreaves, Thomas ....Burnley Wes. S.
Whiteley, Joseph.....Grimsby Wes. S.
Wingent, Frederick.....Portland, St. John's Parochial S.
Jones, John M. .....Margate B S.
Taylor, Geo. W. .....Gunnerside Wes. S.
Adams, John F. .....Swansea B.S.
Edwards, Stephen .....Oldham, St Domingo Street Wes. S.
Henshall, James .....Hadfield Wes. S.
Coates, Joseph.....Idle, Wes. S.
Coles, James.....Westminster Wes. Practising S.
Hickman, Henry.....Leicester, Great Meeting Day S.
Bury, Emanuel . .....Accrington, New Jerusalem B.S.
Haas, John .....Mintern Street (New North Road) Wes. S.
Heaton, Enoch.... .....Oakworth, Sykes Head Wes. S.
Southwood, T. R .....Tiverton B.S.
Fowler, Edmd.....Tenterden B.S.
McWilliams, R. .....Gloucester B.S.
Spriggs, James.....Borough Road B. & F. S. Society's S.
Taylor, John .....Oldham, St. Domingo St. Wes. S.
Browton, John.....Westminster Wes. Practg. S.
Gatenby, Christopher....Bollington Wes. S.
Mottram, Henry .....Sheffield Park, Wes. S.
Shaw, G. A. .....West Ham and Stratford B.S.
Shaw, Wm. S. .....Holmfirth Wes. S.
Broadley, Tom W. .....Filey Wes. S.
Corker, Joseph .....Oldbury Wes. S.
Luxton, George T. .....Plymouth Public Free S.
Morgan, Wm. .....Newtown, B.S.
Salter, Wm. P.....Metheringham Wes. S.
Walker, Thomas.....York, Priory Wes. S.
Yates, Thomas .....Brooksbottom, Wes. S.
Horrocks, James.....Farnworth Wes. S.
Kemp, Thos. H. .....Lynn B.S.
Carter, John .....Congleton, Wagg St. Wes. S.
Prichard, Hugh .....Deiniolen B.S.
Baxendale, Walter .....Lewisham Bridge B.S.
Gaunt, George .....Lidget Green B.S.
Hammett, E. H. .....Plymouth Public Free S.
Isherwood, Thomas .....Hippings Wes. S.
Milliner, John T. .....Brierley Hill Wes. S.
Phillips, Thomas C. ....Trevenson, the Bassett S.
Bridgeman, Benjamin ..Cheltenham B.S.
Brooker, John W. .....Ipswich B.S.
Curtis, Abraham .....Devonport Royal Naval and Military Free S.
Fanshaw, Peter Edwin ..Tipton Wes. S.
Ferdinand, Charles W. ..Hackney Road, Weymouth Terrace B.S.
Grover, Walter.....Hackney Road, Weymouth Terrace B.S.
Haydon, Alfred .....Alton, B.S.
Marwood, David .....Leicester, Great Meeting Day S.
Mettam, John .....Farnsfield Wes. S

Second Class.

Flood, John E.....Taunton B.S.
Kell, Thomas .....South Shields Union B.S.
Nichols, H. .....Stroud B.S.
Phillips, James.....Seacombe Wes. S.
Robinson, John .....Crook, (Pease's) West B.S.
Swaby, William .....Tetney, Wes. S.
Taaffe, George.....Liverpool, Harrington S.

Batty, Thomas.....High Green B.S.
Dowswell, John F. .....Cheltenham B.S.
McKenzie, Henry .....Hull, Holderness Ward B.S.

Danford, John L.....Swansea B.S.
Kent, Thomas .....Lincoln Wes. S.
Mansell, George .....Battersea Grove B.S.
Priestley, Alfred .....Lidget Green B.S.
Scott, Henry J.....Cheltenham, Highbury B.S.

Bennett, Thomas.....Spalding, B.S.
Blatchley, Charles J. ....Wapping, Gravel Lane Wes. S.
Clare, William.....Davyhulme Wes. S.
Comfort, Frederick G. ..Lewisham Bridge B.S.
Jago, Charles S. .....Plymouth Public Free S.
Myers, Thomas .....Plymouth Public Free S.
Slater, Jessie .....Hyde, Flowery Field S.

Button, James N. .....Ipswich Wes. S.
French, Joseph.....Taunton B.S.
Jones, John .....Liverpool, Prince Edwin St. B.S.
Pearson, Benoni .....Boston, Clifford and Bramham Wes. S.
Watson, Hugh.....Altrincham and Bowdon Downs B.S.
Watson, Thomas .....Banbury B.S.

Bailey, Richard .....Mansfield Wes. S.
Bolton, John.....Warrington B.S.
Chitty, Walter .....Stoke Newington Wes. S.
Davies, David A.....Brynmawr B.S.
Gardner, John .....Preston, Croft St. Wes. S.
Marden, Daniel .....Portland, St. George's B.S.
Peake, Alfred .....Hackney Road, Weymouth Terrace B.S.
Tottle, George .....Tiverton B.S.

Dailey, Robert .....Wapping, Gravel Lane Wes. S.
Palmer, Samuel .....Frome, Milk St. B.S.
Peet, Richard W.....Liverpool, All Saints' Church of England S.

Cooler, Joseph.....Woodford B.S.
Jones, Edwin .....Penyparke N.S.
Jones, John .....Holyhead B.S.
Lees, James .....Manchester, New Jerusalem Chapel S.
Light, Rowland .....Athelhampton B.S.
Procter, James S. .....Bradford, Borough West S.
Roberts, Owen.....Holyhead B.S.
Roberts, Samuel .....Constantine B.S.
West, Edmund.....

Brown, Francis E. .....Tewkesbury B.S.
Fallowfield, Richard ....Preston, Croft St. Wes. S.
Ferguson, William.....Chorlton-on-Medlock Presbtn. S.
Gallangher, John .....
Newton, Francis .....Shaw Wes. S.
Prior, Asa.....Sudbury B.S.
Reynolds, C. H. .....Borough Road British and Foreign S. Soc. S.

Bevan, John .....Llanelly Copper Works S.
Brown, Robert H. .....Stoke Damerel Public Free S.
Clark, Augustus .....Braintree Public B.S.
Curry, Daniel .....Dolbadarn B.S.
Nicholson, William.....Holyhead B.S.
Telford, Watson .....Carlisle B.S.
Cox, Walter R.....Plymouth Public Free S.
Johnson, Daniel .....West Bromwich, Summit B.S.
Mumford, Thomas .....Pembroke Dock B.S.

Second Class—*continued.*

Parkinson, William.....South Shields, Jarrow Chemical Co.'s S.
Phillips, Harry ....Coalbrook Dale Company's S.
Stratford, W. V. .....Great Yarmouth B.S.
Sugden, George E.....Calverley Wes. S.
Bachelor, John.....Liverpool Hibernian S.
Baguley, William.....Droylesden B.S.
Foster, Benjamin .....Padiham Wes. S.
Herbert, Henry .....Banbury B.S.
Lightfoot, James.....Idle Wes. S.
Mortimer, George .....Wetherby Wes. S.
Walters, John .....Tavistock B.S.
Whittaker, Robert .....Padiham B S.
Chant, Alfred .....Sherborne, Long St. BS
Jones, Eli .....Tipton Wes. S.
Jones, John .....Dyffryn B.S.
Mattison, Thomas .....Richmond (Yorkshire) Wes. S.
Pick, Daniel .....Framilode B.S.
Boswell, John .....Chichester, Tower St. B.S.
Payne, John .....West Bromwich Wes. S.
Davies, William .....Festiniog B.S.
Gatenby, Adam .....
Thomas, W. V. .....Devonport Royal Naval and Military Free S.
Hoyle, John .....Bacup Wes. S.
James, John Robert ....Carmarthen, Lancasterian S.
Wheeler, Samuel.....Tonbridge Wes. S.
Evans, John Thomas.....
Haldenby, William .....Hull, Holderness Ward B.S.
Hibbert, Joseph .....Lees, Zion Methodist New Connexion Day S.
Williams, Griffith.....Llanllechid B.S.
Furminger, Jabez.....
Jones, Jenkin .....New Quay B.S.
Le Cerf, Frederick John..Mile End New Town, Church St. B.S.
Owen, Humphrey.....Deiniolen B.S.
Turner, Ebenezer.....Lewes B.S.

IV. *British and Wesleyan.—Females.*

First Class.

Cape, Emily .....Mintern St., New North Road, Wes. S.
Chivers, Ann Lydia ....Borough Road Practg. S.
Conn, Margaret .....Pershore B.S.
Irving, Mary P. .....Manchester, New Jerusalem S.
Cornock, Martha .....Wotton-under-Edge B.S.
Smith, Mary A.....Leicester, Hill Street B.S.
Shutt, Eliza A.....Darlington, Bridge Street B.S.
Edmonds, Amelia.....Plymouth, Public F.S.
Marriott, Mary A. .....Nottingham, High Pavement B.S.
Campbell, Maria .....Leicester, Great Meeting Day S.
Ward, Mary A. .....Leicester, Hill Street B.S.
Cock, Clara R.....Tenterden B.S.
Cock, Henrietta J. .....Tenterden B.S.
Harris, Sarah A. .....Bedminster B.S.
Ernshaw, Eleanor .....Rotherham and Masbro' B.S.
Roberts, Susan.....Bangor B.S.
Sanderson, Ellen.....South Shields Union B.S.
Taylor, Ann D.....North Shields Scotch Presbn. S.
Barnicoat, Elizabeth M...Penryn Wes. S.
Holloway, Elizabeth ....Kidderminster, New Meeting S.
Morris, Eliza .....Burslem Wes. S.
Stringer, Mary A. .....Mintern Street, New North Road, Wes. S.

First Class—*continued.*

Day, Jane.....Liverpool, Cranmer Wes. S.
Evans, Jane .....Liverpool, Hibernian S.
Hancock, Annie M .....Luton Wes. S.
Haydon, Susannah H....Luton Wes. S.
Winslett, Mary. .....Camberwell, Crawford Street B.S.
Barber, Sophia L.....Exeter, Mint Lane Wes. S.
Flint, Jane .....Goole Wes. S.
Hammond, Hannah ....Wisbeach Girls' B.S.
Bartlett, Elizabeth .....South Islington and Pentonville B.S.
Baxter, Wilhelmina F. S. Cheltenham, Highbury B.S.
Bird, Mary .....Stroud B S.
Rowe, Mary A.....Mylor Bridge Ch. S.
Dye, Ellen H. .....Norwich, Octagon Chapel Day S.
Gorstige, Alice.....Southport Ch. Ch. S.
Rodgers, Sarah M. .....Milford B.S.
Tomlin, Eleanor .....Grantham B.S.
Wilson, Mary A.....Mintern Street, New North Road, Wes. S.
Yates, Eliza A.....Salford, New Jerusalem S.
Campbell, Ann E.....Ravenhead, British Plate Glass Company's S.
Horton, Amelia .....West Bromwich, Summit B.S.
Jones, Isabella M.....Hull, Holderness Ward B.S.

Second Class

Navey, Ann .....Leeds, Basinghall Street B.S.
Bright, Margaret.....Oldham, St. Domingo Street Wes. S.
Halcrow, Jane .....North Shields, Union B.S.
Hill, Jane .. ..Manchester, Marshall Street B.S.
Humberstone, Elizabeth ..
Nicholson, Ann .....Lees, Zion Methodist New Connexion D.S.
Taylor, Christiana .....Highgate B.S.
Gregory, Rebecca .....Faversham B.S.
Morgan, Martha.....Gellyfaelog S.
Redman, Susan E. .....Romsey B.S.
Ward, Elizabeth .....Beverley Wes. S.
Allen, Elizabeth.....
Johnson, Hannah.....West Bromwich Wes. S.
Reynolds, Rebecca .....Woodhurst B.S.
Thomas, Catherine .....Holyhead B.S.
Clemenson, Margaret.....Tondu Iron Works S.
Dosson, Margaret .....Cheltenham, Highbury B.S.
Parkinson, Alice .....Bacup Wes. S.
Radwell, Kate .....St. Neots Wes. S.
Turvey, Phœbe.....West Bromwich Wes. S.
Warwick, Martha .....Boston Wes. S.
Hammett, Eliza .....Swansea B.S.
Parnell, Mary J. .....Liverpool, Harrington Free S.
Wilton, Mary E. .....Runcorn Wes. S.
Abbott, Kitty .....East Coker B.S.
Hiscox, Ellen J. .....Bristol, Red Cross Street B.S.
Outing, Lydia .....Sudbury B.S.
Sellars, Sarah A. .....Rotherham and Masborough B.S.
Welman, Tabitha.....Godalming B.S.
Anderson, Ruth .....Thirsk B.S.
Cooper, Kate.....Gloucester B.S.
Curtis, Charlotte .....Somers Town, Middlesex Street Pres. S.
Knee, Susannah .....Melksham B.S.
Masson, Louisa .....Bethnal Green, Abbey St. B.S.
Penley, Ada L .....Wotton-under-Edge B.S.
Sherringham, Elizbth. H.Cambridge B.S.
Smith, Fanny J. .....Bardney Wes. S.
Young, Mary A. .....Portland, St. George's B.S.
Burrows, Elizabeth.....St. Helen's Wes. S.

SECOND CLASS—*continued.*

Falconer, Selina .....Darlington, Kendrew Street B.S.
Heves, Mary A. .....Radcliff Institution B S.
McPherson, Margaret ..Manchester, Ancoats, Mill St. Chalmers Pr. S.
Wright, Frances Elizbth. Rugby, St. Matthew's N.S.
Avery, Elizabeth .....
Lethbridge, Catherine ..Liverpool, Brunswick Wes. S.
Lyon, Ellen R. .....Vauxhall Walk Wes. S.
Owen, Eleanor .....Liverpool, Toxteth Park, B.S.
Stoodley, Emma .....Bridgewater, Provident Place S.
Boys, Alice .....Radcliffe Institution B.S.
Dabb, Caroline B. .....Plymouth Public Free S.
Ellwood, Elizabeth.....Patricroft B.S.
Snelling, Harriet .....
Burrows, Sarah A. .....Folkestone B.S.
Mashcder, Alice .....Liverpool, Harrington F.S.
Mellor, Ann E.....Dunstable Wes. S.
Sampson, Eliza J.....Saffron Walden B.S.
Edwards, Sarah .....Liverpool, Harrington F.S.
Entwistle, Ellen .....Bolton, Bridge Street Wes. S.
Galloway, Mary .....Salford, New Jerusalem Ch. S.
Guthrie, Agnes.....Manchester, Cheetham Hill Wes. S.
Walpole, Maria A. .....Mile End, Latimer S.
Goodburn, Sarah E.....Farringdon Street, Harp Alley B.S.
Hedgman, Mary A. P. ..Boston B.S.
Mates, Emma .....Chichester, Tower Street B.S.
Parfitt, Matilda C. .....Clifton B.S.
Vercoe, Caroline H. .....

V. *Roman Catholic.—Males.*

FIRST CLASS.

Quinn, Christopher .....Liverpool, St. Anthony's R.C.S.
Kean, James F.....Aberdeen, St. Peter's R.C S.
McGrath, John.....Newcastle, St. Andrew's R.C.S.
Ward, James W......
Priestman, Thomas.....Darlington, St. Augustine's R.C.S.
Dacey, Cornelius.....Newport-on-Usk, St. Mary's R.C.S.
Kelly, Hugh.....Liverpool, St. Mary's R.C.S.
McElligott, John.....Wapping, Red Lion Street R.C.S.
Connaghan, Charles J.....Glasgow, St. Andrew's R.C.S.
Hill, Thomas A.....Bradford, St. Patrick's R.C.S.
Melly, James.....
Hughes, John.....

SECOND CLASS.

Henry, James .....
Canning, Wm......
Doyle, Daniel .....Poplar, Wade Street R.C.S.
Gillespie, Anthony .....Derby, St. Mary's R.C.S.
Mc Govern, James .....Glasgow, St. Andrew's R.C.S.
O'Donohoe, Thomas .....Wigan, St. Mary's R.C.S.
Thompson, John .....Liverpool, St. Mary's R.C.S.
Curry, Patrick .....Drury Lane, Charles Street R.C.S.
Ford, Patrick .....North Shields, St. Cathbert's R.C.S.
Cleary, Peter.....Barnsley, Holyrood R C.S.
Barry, John .....Fulham, St. Thomas's R.C.S.
Carroll, John.....Burnley, St. Aloysius R.C.S.
Mc Elroy, John .....Stockport, St. Joseph's R.C.S.
Cattanach, Peter .....Aberdeen, St. Peter's R.C.S.
Love, William E.....St. John's Wood R.C.S.
Wood, Thomas.....
Casey, Edward.....Liverpool, St. Anthony's R.C.S.
Farnell, Charles .....
Mc Keon, Patrick .....
De Vries, James .....

SECOND CLASS—*continued.*

Coghlan, Daniel.....Cardiff, St. David's R.C.S.
Judge, John.....
McDonough, Thomas.....
Fenton, Thomas .....Longton, St. Gregory's R.C.S.
Mc Govern, Michael.....
Armstrong, John .....Hexham, St. Mary's R.C.S.
Evans, John.....Edinburgh, St. Patrick's R.C.S.
Forbes, Thomas .....Edinburgh, St. Andrew's R.C.S.
Conroy, John.....

VI. *Roman Catholic.—Females.*

FIRST CLASS.

Bryden, Teresa .....Liverpool, St. Anthony's R.C.S.
Benaghan, Mary.....
Boyle, Mary A.....Wigan, St John's R.C.S.
Daly, Elizabeth A.....Wolverhampton, St. George's & St. Patrick's R.C.S.
Tomlinson, Anne.....Lancaster R.C.S.
Gibbins, Eliza .....Liverpool, St. Mary's R.C.S.
Brook, Julia .....Cheadle, St. Giles's R.C.S.
Page, Mary .....Liverpool, St. Nicholas R.C.S.
Rhing, Jane .....Chelsea, St. Joseph's R.C.S.
Courtenay, Elizabeth .....Stonehouse, St. Mary's R.C.S
Burns, Catherine .....Liverpool, St Anthony's R.C.S.
Bowen, Selina .....Banbury, St. John's R.C.S.
Fraser, Marg T......
Green, Cecilia M.....Southwark, St. George's R.C.S.
Carpenter, Margaret .....Sheffield, Surrey Street, St. Mary's R.C.S.
Ryan, Mary.....
Rooney, Loretto .....
McPherson. Agnes .....Edinburgh, Market St., St. Mary's R.C.S.
Broadway, Mary .....York, St. Mary's R.C.S.
Hurley, Elizabeth .....Westminster, St. Edward's R.C.S.
Line, Susanna .....Brompton, Oratory R.C.S.
Ryan, Catherine .....Charles Street, Drury Lane, R.C.S.
Murphy, Helen .....Sheffield, St. Vincent of Paul R.C.S.
Smith, Helen .....Nottingham, St. John's R.C.S.
Alfred, Mary.....Liverpool, St. Anthony's R.C.S.
Huntsworth, Louisa .....Wigan, St. John's R.C.S.

SECOND CLASS.

Allen, Martha .....Manchester, St. Patrick's R.C.S.
O'Brien, Johanna .....Newport, (Monmouth.) St. Mary's R.C.S.
Turner, Eliza M. .....Banbury, St. John's R.C.S.
Hogan, Mary J. .....Liverpool, St. Anthony's R.C.S.
O'Dwyer, Ellen .....Wolverhampton, St. George & St. Patrick's R.C.S.
Fearon, Catherine .....Liverpool, St. Anthony's R.C.S.
Flannagan, Mary A.....Cardiff, St. David's R.C.S.
McLaughlin, Isabella.....Kensing on, Vicarage Place, R.C.S.
Russell, Grace T. .....Cardiff, St. David's R.C.S.
O'Connor, Elizabeth .....Falkirk R.C.S.
Chadaway, Teresa .....Chelsea, St. Joseph's R.C.S.
Driscoll, Sarah A. .....Newport, (Monmouth,) St. Mary's R.C.S.
Finn, Helen .....Liverpool, St. Oswald's R.C.S.
Boyle, Rosanna. .....Glasgow, St. Mungo's R.C.S.
Daniells, Selina .....Stonehouse, St. Mary's R.C.S.
Canavan, Martha.....Liverpool, St. Thomas's R.C.S.
Mc Laughlin, Sarah.....Glasgow, Calton, St. Mary's R.C.S.
Dring, Harriet .....Hull, St. Mary's R.C.S.
Eatough, Catherine.....Hurst Green R.C.S.
Jones, Elizabeth .....Birmingham, St. Mary's R.C.S.
Keating, Elizabeth .....Liverpool, St. Anthony's R.C.S.
Crawley, Bridget .....Dufours Place, St. Edward's R.C S.
Holland, Elizabeth .....Birmingham, St. Patrick's R.C S.
Tootell, Sarah .....Manchester. St. Patrick's R.C.S.
Gilston, Mary.....Leeds, St. Patrick's R.C.S.
Longhran, Emma.....Hull, St. Mary's R.C.S.
McDonald, Jessie .....Glasgow, St. Mungo's R.C.S.
Hagan, Maria.....Lincoln's-Inn-Fields, Gate St., R.C.S,
Cannon, Ellen .....Liverpool, St. Anthony's R.C.S.
Gordon, Mary A......
Sheeney, Catherine.....Brompton, Oratory R.C.S.

VII. *Church of Scotland.—Males.*

First Class.

Ferguson, Andrew .....Dunfermline, McLeans S.
Barnett, James C. .....Aberdeen, West Parish S.
Henderson, James .....Kirriemuir, Webster's Seminary.
Thomson, Peter .....Arbroath Parochial S.
Leitch, James .....Inverary Parl. S.
Patterson, W. L. .....Arbroath Parl. S.
Dick, James .....Edinburgh, Christian Knowledge Society's S.
Girdwood, James .....Whitedalehead, Wilson's End. S.
Marshall, Patrick.....Kinnoull Parl. S.
Rattray, Robert .....Kirriemuir, Webster's Seminary.
Murray, Michael .....Edinburgh, Greenside, Dr. Bell's S.
Anderson, Wm. T. .....Lochee G.A.S.
Forsyth, David.....Muirkirk Iron Works S.
Hislop, James .....Stane, Wilson's End. S.
Jenkins, William.....Aberdeen, West Parish S.
Ormond, John .....Forfar, West Burgh S.
Peddie, James F.....Perth, East Parish Sess. S.
Watson, George J, ...Orwell Parl. S.
Doak, James .....Kilwinning Parl. S.
Mearns, Alex.....Perth, East Parish S.
Ross, David .....Bressay, Parl. S.
Allardice, John.....Stane, Wilson's End. S.
Hobart, David .....Forfar, West Burgh S.
Lapraik, James .....Sorn Parl. S.
McNicol, Colin .....Glasgow, St. David's Parl. S.
Beveridge, Alexander....Orwell Parl. S.
Coutts, John.....Kirkpatrick-Durham Parl. S.
Imrie, Thomas N. .....Thornhill Easter S.
Mungo, John .....Glasgow, St. Matthew's Sess. S.
McNaught, Duncan.....Dalmonach S.
Hynd, Thomas.....Dunfermline, McLeans S.
McPhee, Alexander ....Paisley, Causeyside Sess. S.
Murray, Alexander R.M. Inverary Parl. S.
Pauling, Robert .....Castle Douglas Parl. S.
Smith, Edward.....Arbroath Parl. S.
Paton, William G. .....Stirling, Allans S.
McFarlane, Andrew.....Newton-on-Ayr Parl. S.
Clarke, William .....Maybole, Crosshill G.A.S.
Davidson, James .....Perth, Watergate N.S.
McKissock, William ....Newton-on-Ayr, F.C.S.
Rennie, James .....Aberdeen, West Parish S.
Orr, John .....Glasgow, Milton Sess. S.

Second Class.

Cleland, John .....Glasgow, St. John's Parl. S.
Fraser, James .....Glasgow, Gorbals Youths' S.
Howat, John R. .....Muirkirk Parl. S.
Thomson, James.....
Bain, George .....Aberdeen, East Parish S.
Glen, Wm. Mc. Killop ...St. Ninian's Parl. S.
Tennent, Robert .....Larbert Parl. S.
Erskine, William A. ....Paisley, Carbrook St. Sess. S.
Hutchinson, Archibald ..Ardeer Iron Works S.
Kennedy, Duncan S. ....Gareloch Head Public S.
Scott, Alexander K.....Leuchars Parl. S.
Brand, James .....Culross, Geddes S.
McIntyre, John .....Paisley, George St. Sess. S.
Rodger, Thomas .....Dalry F.C S.
Sutherland, Wm.....Kildonan Parl. S.

SECOND CLASS—*continued.*

Burnett, Wm. .....Grangepans Sub. S.
Comrie, William .....Monzievaird & Strowan Parl. S.
Dall, John .....Cupar, Madras Academy.
Linn, Robert .....Biggar Parl. S.
Rowan, Archibald .....Bridgeton, Parl. S.
Gibson, James .....Lunanhead, Madras S.
Henderson, Alexander ..Glasgow, Young St., St. John's Parl. S.
Thomson, John .....Galston Parl. S.
Shirra, James .....St. Ninian's Parl. S.
Wallace, John .....Muirkirk Iron Works S.
Douglas, James .....Dunnichen Parl. S.
Grant, Francis W. .....Glasgow, Young St., St. John's Parl. S.
Grant, Peter .....Duffus Parl. S.
McKenzie, Alexander....Creich Parl. S.
Officer, David S. .....Montrose Sess. S.
Scott, Alexander .....East Kilbride Parl. S.
Barr, William .....East Kilbride Parl. S.
Logan, Henry .....Ecclesmachan Parl. S.
Russell, Thomas .....Biggar Parl. S.
Braid, John .....Monimail Parl. S.
May, George .....Culross Parl. S.
Milligan, Robert .....Kirkpatrick-Durham Parl. S.
Roxburgh, William .....
Tainsh, Alexander .....Menstry Sub. S.
Hossack, Alexander .....Perth, West Parish Ch. S.
Miller, Wm. H. .....St. Ninian's Parl. S.
Cameron, Thomas .....
Lauchlan, Archibald ....Galston Parl. S.
Liddell, George .....Glasgow, St. Peter's Sess. S.
McCallum, John .....Lanark Burgh S.
Maceachran, Colin .....
Meikle, James .....Ballantrae Parl. S.
Miller, James .....Glasgow, Gorbals Youths' S.
Petrie, Thomas.....Dunnichen Parl. S.
Stewart, James P .....
McKinnon, Donald .....
Sutherland, John .....
Cuthbert, John .....

VIII. *Church of Scotland.—Females.*

FIRST CLASS.

Beat, Jane S. .....
Stevenson, Jessie .....
Wares, Janet .....Edinburgh, Heriot's Hospital, Broughton St. S.
Hill, Mary.....Carriden Girls' School.
King, Margaret .....Aberdeen, East Parish Sess. S.
Campbell, Jessie M.....Edinburgh, Heriot's Hospital, High School Yard S.
Sewell, Mary.....
Stevenson, Maria.....Montrose Sess. S.
Dickie, Mary.....Ardrossan Ind. S.
Ranken, Henrietta .....Edinburgh, Heriot's Hospital, Cowgate Port S.
Thinn, Jessie .....Largo, Durham Fem. S.
Crawford, Mary .....Ardrossan Ind. S.
Fyfe, Mary.....Port Glasgow Ind. S.
Stroyan, Robina ..... Challoch S.
Thomson, Elizabeth .....
Bonthrone, Ann Q. .....Auchtermuchty Madras Academy.

First Class—*continued.*

Inglis, Jessie S. .....Edinburgh Est. Ch. Normal S.
McNicol, Helen..... Glasgow Est. Ch. Normal S.
Russell, Mary S. .....
Carter, Agnes .....Kirkcudbright Old C. S.
Clark, Margaret .....Dalry Fem. S.
Neil, Catherine.....Edinburgh, Holyrood F.C.S.
Adams, Jane .....
Corson, Jane .....
Wright, Barbara .....Househill Fem. S.
Tait, Jemima .....
Mackie, Susan .....
Williamson, Elizabeth ....
Anderson, Jane .....Blairgowrie Epis. S.
McFarlane, Catherine ....
Patullo, Rachel .....Alyth Female S.

Second Class.

Kidd, Ellen .....Dundee, St. John's Sess. S.
McKenzie, Mary .....Mains Parochial S.
Lindsay, Agnes G. .....Dundee, Meadowside Fem. Sess. S.
Hally, Rebecca .....
Herbert, Margaret .....Yetholme Girls' S.
Lindsay, Emily .....
Shepherd, Elizabeth .....
Gairdner, Annie .....
Smart, Clementina F. ....
Spalding, Margaret .....
Robertson, Catherine....Edinburgh, Christian Knowledge Society's S.
Wands, Mary .....
Donald, Annie .....Edinburgh, Free St. Paul's S.
Allardyce, Catherine ....Fyvie Female S.
Geddie, Jane .....
Hogg, Jane R. .....Edinburgh, Established C. Normal S.
Muir, Jessie .....Cupar Angus Industrial S.
Robertson, Mary A. .....
Hilliard, Mary L......
Jackson, Margaret .....Glasgow, North Woodside S.
Coltart, Agnes .....
Falconer, Anne .....
Gibson, Anne .....Edinburgh Established C. Normal S.
Mackintosh, Anne .....Aberdeen Ind. S.
Schindler, Lucy.....
Veitch, Jane.....Tranent Female Subscription S.
White, Louisa .....
Adam, Sophia B. .....
Archibald, Helen .....
Barclay, Mary .....
Orr, Margaret .....
Paul, Elizabeth.....Carriden Girls' S.
Patrick, Jessie .....Port Dundas Sess. S.
Ashcroft, Mary .....
Banks, Mary A. .....Dundee, Meadowside Fem. Sess. S.
Davidson, Helen .....
Dobson, Margaret .....Edinburgh, Holyrood F.C.S.
Nicoll, Jane .....Dundee Gen. Sess. S.

IX. *Scotland (Free Church).—Males.*

First Class.

Yule, John .....Dundee, St. Peter's F.C.S.
Barr, John .....Edinburgh, Niddry Street, Dr. Bell's S.
Fenton, James.....Forfar, East Town End S.
Campbell, James.....Aberuthven F.C.S.

First Class—*continued.*

Macdonald, Alexander .....Callander F.C.S.
King, James.....Macduff F.C.S.
Craig, John .....Lochmaben F.C.S.
Forbes, John.....Dundee, St. Andrew's F.C.S.
McLagan, Thomas T. .....Blairgowrie F.C.S.
Burgess, George Walker .....Laurencekirk F.C.S.
Fletcher, John C.....Cullsh F.C.S.
McTaggart, James.....Gourock F.C.S.
Terry, John.....Newton-on-Ayr F.C.S.
Cairns, Wm. .....Brechin F.C.S
Craig, John .....Glasgow, East Gorbals Territorial S.
Paterson, Thomas.....Largs, Brisbane Endowed S.
Cumming, Alexander.....
Donaldson, James W.....Dundee, St. David's F.C.S.
More, George .....Cupar Madras Academy.
Duncan, William.....Blairgowrie F.C.S.
Leslie, Henry B.....Glasgow, Finnieston Mission S.
Salmond, Allan .....Aberdeen, North Parish Sessl. S.
Cameron, Archibald .....New Milns F.C.S.
Fleming, Robert C.....Dundee, St. Peter's F.C.S.
Guthrie, William .....Dunblane F.C.S.
McLeod, James Alexander ..Polmont F.C.S.
Hobbs, David .....Aberdeen, Woodside F.C.S.
McCormick, William.....Glenairn F.C.S.
Matheson, Farquhar .....
Young William .....Insch F.C.S.
Barbour, William .....Glasgow Free Ch. Normal S.
McKay, Donald .....
Holborn, Thomas .....Stillington, Wes. Day S.
Phillips, James A.....Aberdeen Trades S.
Stirton, James .....Glasgow, St. Peter's F.C.S.

Second Class.

Buttercase, Robert .....Ceres Par. S.
Clark, James .....Perth, Free Ch. Territl. S.
Ronald, William.....Back of Fisherrow F.C.S.
Sinclair, James .....Kilmarnock Townhead S.
Colville, James.....Old Cumnock F.C.S.
Coldwell, James .....Galashiels, Gala Subn. S.
Forrester, Thomas .....
Gunn, James .....
McIsaac, James.....Kirkline and Garguunock F.C.S.
McMillan, John .....New Cumnock F.C.S.
Lochore, John .....Strathaven F.C.S.
Elphinston, William.....Aberdeen, John Knox's F.C.S.
Martin, George .....Aberdeen, North Parish Sessl. S.
Taylor, James .....Urquhart F.C.S.
McKenzie, Alexander .....
Pollock, George .....New Milns F.C.S.
Campbell, Duncan .....Lochend (Campbelton) F.C.S.
Dunbar, James .....
Marchbank, James .....Peebles, F.C.S.
Millar, William .....Thurso F.C.S.
Wallace, John .....
Keith, James .....Aberdeen, East Parish F.C.S.
Sutherland, Peter .....Helmsdale, F.C.S.
McArthur, William .....Glasgow, Finnieston Mission S.
McDonald, Donald.....
Murray, James .....Creich, Parish S.
Campbell, Jonathan .....
Forrest, George .....Aberdeen, Dr. Bell's S.
Jamieson, Duncan .....Tullibody Subn. S.
Mathie, John .....Fullarton F.C.S.
Bowie, William T. .....
Clubb, John.....Fochabers, Mylne's Free S.
Conchie, William .....Inch F.C.S.
McDonald, Alexander .....
Purdy, William .....Morpeth, Presbn. S.
Dick, David John.....Wilkieston F.C.S.
Morrison, MacKenzie John....Stornoway F.C.S.
Elder, John .....Maxweltown F.C.S.
Harper, Robert .....Stewarton F.C.S.
Matheson, John .....

Second Class—*continued.*

Macdonald, Kenneth.....Arpafeelie Epis. S.
McLachlan, John.....Glasgow, St. Matthew New Semi. S.
Duncan, Esdaile.....Aberdeen, Woodside F.C.S.
Murchison, Angus .....
Skinner, James .....Rothiemay F.C.S.
Brown, Thomas B.....
McKenzie, Murdo .....Stornoway F.C.S.
Sutherland, Robert.....
Blythe, John.....Dudhope F.C.S.
Spence, David .....Brechin F.C.S.
Davidson, Alexander .....Fisherrow F.C.S.
Duncan, George L.....Aberdeen, East Parish F.C.S.
McMartin, Duncan .....
Roy, William .....Pitlochry G.A.S.
Williamson, George .....
McMillan, Donald .....Glencoe F.C.S.
Dymock, John .....
Edwards, Thomas.....Govan F.C.S.
Forbes, John.....Culloden F.C.S.
McDonald, James .....
Chisholm, John .....
Finlayson, William .....
Gourlay, William John .....Falkirk F.C.S.
Lamont, William .....Dundonald, Old Rome F.C.S.
McKintosh, Donald .....

X. *Scotland (Free Church).—Females.*

First Class.

Campbell, Agnes.....
Ord, Mary French .....Edinburgh, Dr. Thomson's S.
Stewart, Isabella .....
McLagan, Oliphant .....Blairgowrie F. C. Infant S.
Steven, Catherine .....Edinburgh F. C. Model S.
Murdoch, Mary B.....
Cunningham, Catherine .....Dundee, St. John's F.C.S.
Campbell, Christina .....Dundee, St. John's F.C.S.
Cameron, Elizabeth W.....Edinburgh, Pleasance Territorial F.C.S.
Hogg, Ann .....Berwick-on-Tweed B.S.
Anderson, Elizabeth M.....
Ballingall, Cecilia .....
Gray, Margaret .....Dundee, St. David's F.C.S.
Stewart, Isabella .....Glasgow, Free Ch. Normal S.
Cowie, Euphemia .....Edinburgh, F.C. Model S.
Harley, Jane .....Larbert F.C.S.
Shaw, Grace.....Edinburgh, Heriot's Bridge S.
Allan, Helen .....Portobello Infant S.
McLeod, Jane A.....Polmont F.C.S.
Shanks, Anne .....
Sloan, Jane .....
Wright, Mary .....Lochgilphead Epis. S.
Macomish, Margaret.....
Moffatt, Helen W. .....Portobello Female S.
Stott, Barbara .....Edinburgh, F.C. Model S.
Sinclair, Isabella .....
Thrift, Mary .....
McKay, Janet.....
Bell, Helen .....
Marshall, Ann .....Stirling Infants' S.
Brebner, Marianne .....
Comrie, Georgina.....
Hamilton, Elizabeth .....
McWilliam, Mary Ann .....Glasgow Finnieston Miss. S.
Stewart, Margaret Anne.....
Williams, Elizabeth .....
Drummond, Anne.....
Hutchison, Isabella S.....Peterhead Girls' F.C.S.
Garnock, Sophia B. .....Valley Field Infant S.
Weir, Margaret .....Campbelltown United Fem. School of Industry
Gordon, Jane.....
Lawson, Christina .....

First Class—*continued.*

Abercrombie, Jessie A.....Boness Infant S.
Forbes, Isabella .....
McKinlay, Agnes.....Ardrossan Parl. S.
Cameron, Marion.....
John, Margaret .....
Aldis, Elizabeth.....Huntly, Gordon Indl. S.
Hume, Margaret.....
Lindsay, Mary.....Auldearn F.C.S.

Second Class.

Cowan, Janet .....Blairgowrie F.C. Infant S.
Grant, Isabella .....
Morrison, Elizabeth .....
Smith, Jessie .....Aberdeen, East Par. Sessl S.
Lang, Sarah W. .....Paisley, Neilson Indust. S.
Lockhart, Jane.....Johnshaven Female S.
Roberts, Ellen .....Wrexham, B.S.
Hume, Catherine .....
Stephen, Jane .....Kilmarnock, Free High Indust. S.
Thom, Jessie.....Elgin Infants and Indust. S.
Wood, Mary Jane R .....
Cowan, Marion..... ...
Ness, Mary .....
Buchanan Jane .....
Ewart, Jane .....Glasgow Free St. Peter's S.
McIntosh, Isabella ....
Laing, Agnes .....
McPherson, Agnes.....
Barbour, Marjory .....
Taylor, Margaret .....Glasgow, Kelvin Street, Free St. George's S.
Duff, Janet .....Kilmarnock Free High Indust. S.
Fraser, Isabella .....
Graham, Agnes .....Glasgow, Kelvin Street, Free St. George's S.
Miller, Elizabeth .....
Baird, Alexandrina.....Glasgow Free Church Normal S.
McKenzie, Joan .....Dalkeith Academy.
Storrer, Euphemia .....
Stuart, Linda .....
Dormond, Mary .....
Galbraith, Agnes.....
Gardner, Jessie .....
Gordon, Margaret .....Edinburgh, Westport F.C.S.
Swanson, Johanna .....Thurso Female Industrial S.
Jamieson, Jane .....
McGoogh, Jessie Ross .....Johnshaven Female S.
Gellatly, Mary Ann.....

XI. *Episcopal Church of Scotland.—Males.*

First Class.—None.

Second Class.

Me Kee, Andrew.....Airdrie Episcopal S.
Sievewright, J. Dickson..Kirriemuir Episcopal S.
Musgrave, William .....
Cameron, Donald .....S. Ballachulish, St. John's Episcopal S.
Cole, George .....

XII. *Episcopal Church of Scotland.—Females.*

First Class.—None.

Second Class.

Rutherford, Margaret F. Portobello Epis. S.
Knight, Catherine .....Alyth Epis. S.
Rennie, Jessie .....Inverness, The Bishop's Epis. S.
Thompson, Elizabeth....Edinburgh, St. Paul's, Carrubber's Close S.

CLASS LIST

Of Students in Training Colleges, and Teachers in charge of Schools, examined before Her Majesty's Inspectors, in December, 1861.

The Letter (G. or W.) *after a Candidate's Name, indicates that he has passed an Examination in* GAELIC *or* WELSH, *sufficient to entitle him to a grant of £5 per Annum, over and above the usual augmentation, so long as he is employed in a School of which Her Majesty's Inspector certifies that it is one in which a knowledge of* GAELIC *or* WELSH *is needful in the Teacher.*

The letter (D.), *after a Student's or Teacher's name, indicates that he has obtained a Memorandum of Competency as a Teacher of Drawing.—(Minute of 24 February, 1857.)*

*** A Prize for proficiency in Drawing has been awarded to every Candidate to whose Name a double asterisk (**) is prefixed. A single asterisk (*) means that the Candidate has passed successfully in one subject at least out of the five necessary to a Memorandum of Competency as a Teacher of Drawing.

I.—MALE TRAINING SCHOOLS.

Bangor.

(British and Foreign School Society's.)

Students of the First Year.

SECOND CLASS.

*Hughes, William.
**Jones, Edward.
**Jones, Lewis (W.)
*Jones, William.
**Mills, James.
**Radcliffe, William.
**Winterton, Joseph Henry.

THIRD CLASS.

**Davies, John (W).
**Ellis, Benjamin (W.)
**Harris, Richard E.
**Hughes, Hugh (W.)
**Hughes, Wm. Jones (W.)
**Jones, Edwin (W.)
**Paul, Edward J.
**Roberts, Ellis (W).
*Thomas, James.
**Williams, Thomas.

SCHEDULE.

*Harris, John.

Battersea.

(National Society's.)

Student of the Third Year.

THIRD CLASS.

**Chambers, Joseph James.

Students of the Second Year.

FIRST CLASS.

**Bentley, Basi.
*Berrill, John.
Berriman, John (D.)
**Brown, Joseph (D.)
**Card, Thomas George.
*Hollamby, George Charles.
**Jarvis, Edmund.
*Manser, William.
Satterthwaite, Robert (D.)
*Searles, Charles.
**South, Benjamin.
*Spendlove, John James.
**Taylor, Joseph (D.)
**Tennear, Benj. Thos. Parker.
**Warner, William.
*Weston, Joseph.
**Wire, Alfred Philip.

SECOND CLASS.

**Brown, Moses.
**Clarke, Alfred Walroud.
**Crocker, William Henry.
**Dexter, Benjamin.
*Edwards, Roland.
**Gatehouse, Jas. Wright (D.)
**Gibbs, Henry (D.)
**Gilbert, John George (D.)
**Gornall, John.
**Hallgate, Henry.
**Harrap, William Turnbery.
**Heath, Francis.
**Holland, Thomas.
**Holley, William.
*Hughes, Amos.
*Hughes, William (W).
**Jenvey, Frederic.
**Kent, Stephen.
**Margoschis, John Thomas.
*Moore, Thomas.
**Mort, George Arnold (D.)
**Northey, William Henry.
**Phillips, Joseph Ablett.
Praed, Thos. Anthony P. (D.)
*Spray, Frederick Charles.
**Taylor, Charles (D.)
**Turnage, James Macroft.
**Vincent, William.

THIRD CLASS.

Bennett, Robert James.
*Gregson, Thomas.
Qualtrough, Thomas.

Students of the First Year.

FIRST CLASS.

*Bannister, Archibald.
**Carter, Samuel Thomas.
Finch, Herbert.
*Gregson, Robert.
**Lee, Henry.
Lewis, Henry (D.)
**Neal, James.
**Platt, John.
**Sinclair, John.
**Smith, George.
**Tillman, John.
**Weblin, William Thomas.

SECOND CLASS.

*Aldread, Edwin.
*Ball, Joseph.
*Bland, Edward.
**Blight, Robert.
**Brewer, Frederick Edward.
**Brown, James Thompson.
*Brown, William James.
Burns, William.
**Burrage, John William.
**Cook, Albert.
**Corbin, Penuel George.
*Ealden, John Miller.
*Evans, Robert.
*Farmer, James.
Francis, James.
*French, Thomas.
*Griffiths, Thomas.
*Hands, Jonathan Griffith.
**Jenkins, John.
*Judd, Josiah.
**King, Henry.
*Maddock, George.
Mountain, James.
**Passand, Thomas.
*Peet, Alfred Thomas.
*Peters, Samuel.
*Phillips, Edward.
**Pinnington, William.
**Pratt, John.
*Ripley, Henry John.
*Robson, Charles.
Santon, William (D.)
**Shonfield, Peter Thomas.
*Short, John.
*Smart, John Henry.
*Stone, Lewis Reuben.
**Taylor, Michael.
*Yates, Richmund.

THIRD CLASS.

*Allen, James.
*Drewett, Job Albert H.
**Hoyle, William.

Borough Road.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST CLASS.

**Barber, Wm. Cambridge.
Hayward, Joseph (D.)
**Jones, Henry (D.)
**Ruddle, Thomas.
*Wensley, George.

SECOND CLASS.

**Cavill, John.
**Johnson, William Turner.
**Kittredge, William (D.)
*Manton, George.
**Meggs, William Thomas.
**Richmond, James.
**Smith, Thomas.

THIRD CLASS.

*Hobill, G. Alex. Kilham.
*Lambert, Daniel.
**Lewis, Alfred.

**Norton, Frederick.
**Smith, Ebenezer.

Students of the First Year.

FIRST CLASS.

**Brewer, William H. (D.)
**Creighton, William (D.)
*Davis, James G.
**Holt, John W.
*Moffatt, William.
*Turner, Richard.

SECOND CLASS.

Ainsworth, James G.
**Alcock, George.
*Andrew, Richard.
**Bates, James.
*Beard, Walter.
**Birkett, John.
*Branch, Carrington.
*Burt, Meshech.
**Butler, Frederick.
*Craze, John.
Crighton, George.
**Dyer, Frederick.
*Everiss, George.
*Garnett, John F.
**Gay, Henry.
*Gibbings, Richard.
*Greenhalgh, John.
Harris, William R.
*Hay, James K.
*Ireland, Alfred.
**Jackson, William.
*Marriott, John T.
**Martin, William.
*Mason, James.
Murray, James (D.)
*Newman, Charles.
*Palmer, Henry.
*Pearce, Orlando.
*Price, Henry S.
Robinson, David (D.)
*Smith, Jacob.
*Snowden, Henry.
*Thornley, George.
**Williamson, Benjamin J.
**Wrench, Thomas.

THIRD CLASS.

*Black, Samuel.
Brough, Francis.
*Coplin, William J.
*Hellings, Joseph.
*Jones, Moses (W.)
*Parker, Charles.
*Ray, William.
*Roberts, George J.
**Trotter, George O.
*Vial, William.
Wright, John.

Caermarthen.

(National Society's)

Students of the Second Year.

FIRST CLASS.

**Barker, Richard (D.)

SECOND CLASS.

**Rogers, Alfred.
**Tomlinson, John.
**Wotley, John.

THIRD CLASS.

**Bartlett, Henry
*Catlin, Elwin.
*Lewis, Philip.
**Mattinson, Edward.
**Morris, Thomas.
**Smith, George (D.)
**Smith, James.
*Swift, William Thomas.
*Ungoed, William.
**Williams, James.

Students of the First Year.

SECOND CLASS.

**Davies, William.
**Dibdin, Henry.
**Porter, John.
*Rees, William.
**Saunders, William F.
**Steed, Joseph.

THIRD CLASS.

*Battersby, Richard.
Cole, Stephen.
**Crutch, Charles H.
**Davies, Lewis.
*Griffiths, Thomas (W.)
**James, John.
*Manchip, Thomas A.
*Morgan, George.
Morris, David.
*Painter, William M. L.
**Roberts, Charles G.
Rowbotham, Thomas.
*Thomas, Walter.
*Wilson, Samuel H.

SCHEDULE.

**Wallace, Stephen.

Caernarvon.

(National Society's)

Students of the Second Year.

FIRST CLASS.

**Jackson, Edwin (D.)
**Roberts, Edward

SECOND CLASS.

**Chappell, Isaac.
**Jones, Griffith (D.)
*Jones, John.
**Jones, Richard.
**Pierce, William (D.)
**Roberts, Howell (D.)

THIRD CLASS.

**Blackwall, George Edward.
**Davies, John Jones.

Students of the First Year.

SECOND CLASS.

**Bowen, Francis (W.)
**Hughes, Robert P.
**Roberts, John G.
**Webster, John (D.)

THIRD CLASS.

**Davies, William.
**Edwards, Thomas (W.)
**Evans, Evan.
**Featherstone, Isaac G.
*Greenhalgh, James.
**Howe, Richard.
**Jones, John Robert.
**Prince, Rupert.
*Richards, John.
**Roberts, Henry.
**Seibuhr, Henry J.
**Smith, John.
*Williams, Hugh H. (W.)

SCHEDULE.

**Hughes, Robert J.
*Jones, John Rowland.
*Pritchard, Rowland.

Chelsea.

(ST. MARK'S.)

(National Society's)

Students of the Third Year.

SECOND CLASS.

Crawley, Samuel (D.)
**Spawforth, James.
**Wild, Robert (D.)

Students of the Second Year.

FIRST CLASS.

**Breden, Owen.
**Cawood, Joshua.
**Coltham, James George.
**Collings, William George.
Cooper, Walter (D.)
**Dichett, Edward.
**Fedarb, Edwin Horatio.
**Foister, John Smalley (D.)
**Greenhalgh, William.
**High, William Robert.
**Moore, Thomas (D.)
**Pelling, William
**Pywell, William A.
**Rusling, James Wise.
**Schofield, James C.
**Sweeting, Edward.
**Thackrah, Samuel.
*Williams, David.

SECOND CLASS.

**Brown, Alfred.
**Dawson, William.
**Ellis, Joseph.
**Hobson, Henry.
**Holt, William.
**Humphrys, John.
*Jefferson, Samuel.
*Moss, Henry.
*Moss, John.
**Nuttall, Francis.
**Pease, James.
**Phillips, John.
**Stirrup, Thomas.
**Tayler, Henry Joseph.
*Watson, Ephraim
*Whiteman, Henry.
*Yates, Thomas.

THIRD CLASS.

Cooke, William.
*Dixon, Frederick Thomas.
**Fagg, Edwin.
**Harris, John.
**Pool, George Alfred.
**Roberts, Thomas (W.)
**Smith, William.
*Strachan, James Hutcheon.
**Woollett, John.

Students of the First Year.

FIRST CLASS.

*Greenwood, John W.
*Moxon, George.
**Swornsbourne, John A.

SECOND CLASS.

*Aarons, John A.
Breakwell, William.
*Cane, Charles J.
*Clegg, Samuel.
**Cook, William.
Cooper, Charles.
*Fricker, William.
Harmes, Jacob A.
**Hayter, Edward R.
*Hosking, Thomas W.
*Howard, Nathaniel.
Howell, Stephen.
*Lane, William W.
Lewis, John.
Lewis, Richard.
**Matthews, William R.
*Ogilvy, Thomas.
**Parker, George.
**Pepper, Charles (D.)

Raven, James.
**Rogers, William H.
**Rowley, William.
**Sagar, Oates.
*Shuker, Charles.
*Tabraham, Robert.
Wallis, William.
**Warden, William.
Williams, William V.
**Wilson, Robert W.

THIRD CLASS.

*Bailey, Edward John.
*Gibson, George.
*Horner, Samuel.
*Jackson, Robert.
*Johnson, John M.
*Lines, John.
Morgan, Richard.
*Morris, Joseph.
**Moss, Amos.
Moss, Reuben.
*Norris, John.
Oliver, John.
**Padmore, Samuel.
*Perrin, Henry.
Pitson, Robert.
*Richards, William.
*Salisbury, Charles.
Shirley, James.
Tyres, William.
*Williams, John.
*Wood, Thomas.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Anson, William.
**Bradley, Robert Silby.
Bromilow, William (D)
**Davies, John (D.)
**Davis, Alexander James.
**Green, Thomas (D.)
**Hall, Samuel.
*Lee, James.
**Powell, James.
**Pyatt, Isaac.
**Shaw, Thomas (D.)
*West, Walter.

SECOND CLASS.

**Bott, George.
*Burgoin, John.
Chaffer, William.
**Clarke, John.
Collins, William (D)
*Duringer, Charles M.
**Graham, Edmund.
*Halling, James Arthur.
**Harper, William Henry.
*Holmes, George.
**Kay, James.
**Linfoot, William (D.)
**Mildenhall, John.
**Northam, Charles Henry.
**Pearson, Oswald D. (D.)
**Real, John Morcombe.
*Reynolds, Walter J. J.
**Stields, James (D.)
**Smith, George.
**Wainwright, Edward.
**Westley, John (D.)
*Weston, George.

THIRD CLASS.

**Bladen, George (D.)
*Gerrard, William
**Hadfield, William.
*Johnson, Edward S.
**Magness, John.
**Naylor, Robert.
*Normington, Charles.
**Stroud, Charles H.
**Thomas, John V.
*Wright, Henry.

Students of the First Year.

FIRST CLASS.

*Broughton, Charles.
**Hodges, Edward.
**Huitt, Thomas Holden.

SECOND CLASS.

Beer, James P. (D.)
**Brake, Abraham.
Brown, Joseph F.
*Burgan, John.
**Burgon, Benjamin.
*Davies, James.
**Davies, Richard S
**Devonshire, William.
**Evason, Hugh William.
**Fletcher, James.
*Frier, Frederick.
**Gratton, Henry.
*Griffin, Edward.
*Hacker, George.
**Hocker, Gilbert.
**James, Matthew H.
*Jervis, John.
*Jervis, John Joseph.
*Knibbs, Henry.
Law, John S.
*Lawson, Charles.
*Mc Gowan, John
**Morse, Albert.
Piggott, William B.
**Piggott, William H.
*Saunders, James.
**Scott, Walter.
**Shuker, John.
**Somerscales, Thomas J.
*Taylor, Charles.
Taylor, Edmund G.
*Tacker, John Charles.
*Turner, Charles.
**Watts, Alfred J.
*Whiteley, Henry.
*Williams, Charles.

THIRD CLASS.

*Bailey, William H.
**Balls, Joseph.
*Bentley, George.
*Bourke, William R.
*Bradbridge, Elliott.
Bradbury, James.
*Bryan, Charles.
*Dawson, William.
**Freeman, Albert E.
**Jones, William H.
*Lane, George.
*Raggett, Henry.
*Sanderson, Humphrey.
**Terrill, Edwin G.

Chester.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Parker, George (D.)

SECOND CLASS.

*Arnold, Edward.
**Bridge, Thomas (D.)
**Broadbent, John Thomas.
**Buckley, John (D.)
**Calvelly, Robert.
**Connor, Edward.
**Dooley, Benjamin.
**France, Edward James (D.)
**Hallums, George (D.)
**Maddock, Walter
**Montford, James.
**O'Hara, James (D.)
**Rydings, Benjamin.
**Taylor, Peter (D.)
**Terre, Philip.
Walsh, John (D.)

THIRD CLASS.

**Cragg, Edward B. (D.)
**Holme, Arthur Brogden.
**Phillips, John.
**Tallantire, John.

Students of the First Year.

SECOND CLASS.

**Chorley, Thomas.
**Denman, Edward.
**Dunn, William.
**Griffiths, Edward.
**Horsley, William.
**Howe, Jonathan.
**Jones, Robert E.
**Kenyon, Joseph.
**Lewis, Joseph.
**Rowland, Evan H.
**Smith, Alfred.
**Stead, Wilbraham (D.)
**Taylor, Joseph.
Vernon, Thomas (D.)
**Yates, George.

THIRD CLASS.

**Capper, George.
*Canterbirch, John.
**Gothard, James.
**Jones, William.
**Kitchen, Samuel.
**Lloyd, Henry.
**Loynd, Edward B.
**Marsden, Edward.
**Spencer, Thomas (D.)
*Tivendell, Robert.
**Wright, William.

SCHEDULE.

**Clubbe, Charles H.
Roberts, John.

Chichester.

(Church of England.)

Students of the Second Year.

SECOND CLASS.

**Bright, Alfred.
**Heasman, Walter (D.)
*Le Huquet, Frederic.
**Winchester, Charles.

THIRD CLASS.

**Clark, John George.
**Larkin, Joseph D.
**Le Mauquais, Joseph.
**Turpin, William G.

Students of the First Year.

SECOND CLASS.

Berry, James.
*Fincham, William.
*Wyman, John T. A.
*Young, John.

THIRD CLASS.

**Calver, Arthur.
Cooper, William.
Gandy, John N.

Holloway, Frederic.
*Le Beau, Bernard S.
*Pond, George H.
*Starkings, William.
**Woodman, Charles R.

SCHEDULE.
Bushell, John G.
*Roberts, William J.

Culham.

(Church of England)

Students of the Second Year.

FIRST CLASS.
**Cockram, Thomas (D.)
**Husking, Thomas (D.)
**Wright, William (D.)

SECOND CLASS.
**Blacker, Samuel.
**Butler, James.
**Cooke, Charles.
**Naucarrow, James.
**Powell, William.
**Scourse, John.
*Tamplin, Thomas James.
**Timbrell, William Archer.
*Turner, William.
**Wedmore, James.
**Wix, Thomas Walter.

THIRD CLASS.
**Agar, Willison (D.)
**Bailey, Benjamin.
**Brady, George.
**Carrack, John.
**Copnall, Stephen.
**Donson, Philip.
*Griffiths, Morris.
**Henderson, John Robson.
**Leaver, Edwin.
**Nicholls, Edward.
**Osborne, Arthur.
**Phillips, John.
*Thrower, Henry Johnson.
**Tyler, Charles.
**Walton, Ezer.
**Williams, John.
*Wyatt, Charles William.

Students of the First Year.

FIRST CLASS.
**Bourton, Henry.

SECOND CLASS.
**Bateman, John T.
**Blanchard, George W.
**Cook, James.
**Gooch, William.
Green, Charles.
**Ing, Alfred.
**Merry, Thomas W. (D.)
*Puramour, Joseph.
**Thatcher, Edwin.

THIRD CLASS.
*Bradfield, Edwin.
*Durrett, Thomas.
*Jones, Pierce.
**Kershaw, Squire.
*Lofts, Thomas.
*Oke, Silas T. J.
**Pollard, Charles J.
**Rawlings, John S.
Simpson George T.
**Taylor, Charles.
Taylor, George.
*Winnifrith, Alfred.

SCHEDULE.
Fassnidge, William.
*Kibblewhite, William W.

Durham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.
**Brierley, Edward (D.)
**Trobe, Henry.

SECOND CLASS.
Armour, William Edward.
Birley, Henry.
Bosomworth, James W. (D.)
**Darney, Thomas.
*Dewse, William
*Graham, John.
**Hall, Thomas (D.)
*Pearce, Richard.
**Plews, Peter.
**Preston, David
*Renton, Henry.
**Scott, James.
**Wallace, James (D.)
*Wilson, George.

THIRD CLASS.
**Deighton, Thomas.
*Dunn, Thomas.
*Mackreth, Wilfred.
*Musgrave, William.
**Stott, Simeon.
**Tait, Ralph.

Students of the First Year.

FIRST CLASS.
*Crake John W.
**Nicholson, Joseph.
**Powell, William L.

SECOND CLASS.
**Baldray, William.
*Balmer, William.
*Coxon, Henry.
**Halloway, John.
*Halmshaw, Joseph.
**Harbottle, George.
**Hitchcock, George K.
*Jefferson, James.
*Lightfoot, John.
*Peart, Emerson.
**Young, George.
*Young, James.

THIRD CLASS.
**Cross, Joseph.
**Dixon, Edward W.
**Forster, William.
**Heppie, James.
**Jenkins, John.
*Jordan, Samuel G.
*Nixon, John.
**Rathbone, James.
*Sowden, James.
**Stobbart, Richard.

SCHEDULE.
Young, Thomas Wynne.

Edinburgh.

(Episcopal Church of Scotland)

Students of the Second Year.

FIRST CLASS.
**Wiseman, James (D.)

SECOND CLASS.
**Anderson, Andrew.
**Creighton, Andrew.
**Havelock, John (D.)
**Stokoe, Robert. (D.)

THIRD CLASS.
**Higgins, John.
*McIntosh, Alexander.
*Roberts, Zachariah.

Students of the First Year.

SECOND CLASS.
**Matheson, John.

THIRD CLASS.
**McColl, Dugald.
McKenzie, Dugald.
**Wilkie, William.

SCHEDULE.
McIntosh, Hugh.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST CLASS.
**Black, Simon D.
**Brown, Archibald.
**Collie, Colin.
**Livingstone, Arthur.
**Philip, Thomas.
**Swanston, James.

SECOND CLASS.
*Cameron, Donald (G.)
**Fairnairn, George.
**Fraser, John.
*Gray, John.
*Kerr, Robert.
*Low, Charles P.
**McConachie, George.
*MacKay, Duncan D.
*Miller, James D.
*Nisbet, Robert.
**Ross, Donald.
*Taylor, Robert.
**Thom, Andrew.
*Tweedie, George.
*Wood, John.

THIRD CLASS.
**Anton, Peter.
**Bertie, William
**Dewar, James Milne.
*Jolly, Joseph.
**Shed, James.
*Tait, John.

Students of the First Year.

FIRST CLASS.
*Arnot, James.
**Brown, George.
**Crockart, David.
**Edington, John H.
**Knox, Hugh.
*Leslie, George J.
*Scott, Peter.
**Stewart, William.
*Towns, Hector.
**Wyllie, George.

SECOND CLASS.
*Anderson, James.
*Bauchope, Charles R.
**Berry, Boswell.
*Black, Walter.
*Colville, James.
*Dear, James.
**Dick, Thomas.
**Dunnett, John G.
*Durward, John M.
*Fairnie, Alexander.
Fargie, George.
**Ferguson, James.
*Findlay, William.
*Gorrie, James.
*Henderson, David S.
Horne, Robert.

*Hutchison, Robert.
*Lyon, David L.
Macquarrie, James.
McRostie, Henry.
Mason, David.
*Nicoll, David.
*Nisbett, John.
*Paton, John.
*Pringle, Alexander.
*Riddoch, John C.
*Russell, Robert.
*Scott, John.
**Sinton, Robert J.
**Smith, Ebenezer J.
Smith, John.
*Watson, William.
Young, John K.

THIRD CLASS.

**Beaumont, Christopher.
**Brown, Charles F.
**Cameron, Hugh.
Davidson, John.
**Duff, William.
Duncan, William.
*Laing, Thomas.
**McDougall, William L.
*McKenzie, Malcolm.
**McLean, Alexander.
**McPherson, Charles.
*Matthew, David.
Tosh, James.

SCHEDULE.

**Aird, John.
*Campbell, Colin.
*Macdonald, Colin.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST CLASS.

**Anderson, George.
*Bowers, John.
**Gemmell, David.
**Hislop, John.
*Law, William.
**Leask, Nathaniel.
*McKay, John.
**Robb, George.
**Sutherland, George.
*Wilson, John.
**Young, James.

SECOND CLASS.

Allan, Robert.
*Ayton, David.
**Bain, James.
**Bourhill, William.
**Brazier, Jabez (D.)
*Clark, David.
*Donaldson, William.
**Fergusson, William.
**Gloag, David.
*Kerr, Francis.
**McDonald, George.
**MacDonald, Ronald Peter.
**Rait, Andrew Elder.
Ramsay, Alexander (sen.)
**Ramsay, Alexander (jun.)
**Reid, James.
*Richardson, John.
*Ross, Gilbert Grange
*Simpson, James.
*Stewart, Alexander.
*Yunnie, William.

THIRD CLASS.

*Anderson, John.
**Berrie, Morrison.
**Caird, George.
Cruden, William.
Fernie, Walter.
*Gibson, Andrew.
*Grubb, George.
**Macleod, Alexander (G.)
*Pennycook, William.
*Robb, Alexander Campbell.
Russell, George.
Sattie, David (D.)

Students of the First Year.

FIRST CLASS.

*Adamson, Duncan.
**Fraser, John.
*Haig, James.
**McEwen, Dougall (G.)
*Mackay, Alexander B.
**Matthew, James.
**Mudie, William (D.)

SECOND CLASS.

**Adam, James.
**Anderson, Andrew.
*Anderson Gavin.
*Barneson, Murdoch.
Bucher, John
**Butter, John
Chalmers, Andrew
*Chisholm, James.
*Crabb, John.
**Craig, Donald.
**Fairley, Thomas.
*Farquharson, Alexander.
*Fraser, James.
Henry, James.
McDonald, William
*McLachlan, John.
*McNab, Richard.
*Macready, John.
*Murray, John M.
*Neish, David.
* Ross, William (G.)
**Siddle, Thomas.
*Stewart, Alexander.
**Stewart, Duncan.
**Sutherland, Donald.
*Sutherland, George.
*Tait, David.
*Watt, Alexander L.
**Wilson, Andrew.
Wilson, George H.
*Young, Donald.

THIRD CLASS.

**Cormack, William.
*Cruikshank, William.
*Edwards, George.
*Elphinstone, John.
Finlayson, John E.
*Geddes, John.
*Gordon, William.
*Robertson, George.
*Robson, William.
**Todd, Henry.
**Walker, David.
Walker, Henry.
*Watt John.

SCHEDULE.

Calvert, James.

Exeter.

(Church of England.)

Students of the Second Year.

SECOND CLASS.

*Bannister, John Saunders.
**Bastian, William C. (D.)
**Ebdon, John.
*Ellis, Samuel Richards.
**Lake, James England.
**Legge, Andrew Walter.
**Mabey, John George.
Pinn, James Gould (D.)

THIRD CLASS.

**Brown, Hubert Cornelius.
**Down, William.
**Hart, William.
**Hurley, Mark.
**Jenkin, William Henry.
**Nicholls, Henry.
**Pender, William.
**Wakem, James.

Students of the First Year.

SECOND CLASS.

**Bamsey, Edward.
**Dunn, Robert.
**Hoare, Edward.
**Reed, John.
*Rendle, Henry.
*Shepherd, James.
**Toop, Walter G.
**Treglohan, Thomas P.
**Tremellen, William H.
**Vincent, Robert J.

THIRD CLASS.

*Harry, Edward W.
**Lemon, John F.
Northam, John.
*Sharland, Richard.
**Taylor, Edmund.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST CLASS.

**Campbell, Gilbert.
*Mantle, Robert B.
**Weir, Thomas.
**Wilson, Robert.

SECOND CLASS.

*Brown, Alexander P.
**Caldcwood, David.
Christie, James C. (D.)
**Clark, William.
**Doak, Duncan M.
*Forbes, George.
*Fulton, John.
**Hamilton, James.
**Kennedy, John.
*Lamont, Malcolm.
*McDonald, Robert.
**Moodie, James.
**Murray, Alexander.
**Preston, John.
*Thomson, Alexander.
**Wilson, William.
**Young, William.

THIRD CLASS.

**Kelly, James J.
*Macleod, John.
McWhannel, John.
*Smith, Gilbert C.
*Smith, James.

Students of the First Year.

FIRST CLASS.

**Andrew, James.
*Downie, William.
**Warden, Robert.

SECOND CLASS.

Alexander, William.
Allan, John.

Angus, Ruthven D.
*Beaton, Walter.
*Beveridge, James.
*Cameron, John.
Drummond, John.
**Gillespie, Allan.
*Govan, Thomas.
*Hodge, William.
*Horne, Henry L.
*Macgill, William.
**McGregor, Malcolm.
**McHarg, Peter C.
*McHay, Colin (G.)
**McLean, Charles (D.)
**McNie, John.
**Millar, Archibald,
**Morton, Archibald.
*Pearson, Hugh.
Rule, William.
*Somerville, Archibald.
Stirton, John.
*Tagg, Alexander.

THIRD CLASS.
*Bell, Robert.
*Braidwood, Thomas.
Crawford, Alexander.
*Crerar, James.
*Galbraith, Archibald.
*Kelly, James.
*Lamont, Alexander.
McAdam, Robert.
**McArthur, John.
McGregor, Alexander.
*McIntosh, William.
**McKenzie, Peter M.
*Marshall, Charles.
*Ogilvie, Robert B.
Paterson, John.
*Wilson, David.
*Young, James H.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST CLASS.
*Horner, Robert.
**MacLeod, Donald (D) (G.)
**Wright, Daniel.

SECOND CLASS.
*Andrews, Walter.
**Bennett, John J.
**Clunie, William.
*Coutts, William.
**Craig, James.
**Dalziel, John.
*Fleck, William S.
**Kerr, Thomas.
*Kitchen, Alfred.
**Metcalfe, William Musham.
*Milne, Alexander.
**Paterson, Robert.
**Reid, Matthew.
*Richmond, James.
*Rutherford, James.
*Simpson, Thomas.

THIRD CLASS.
Barbour, John.
*Biggar, Matthew.
Cumming, Donald.
*D'Andrade, Francis.
**Hanson, George.
Harvey, Robert.
Henderson, Dugald.
*Kerr, Andrew.
Millar, David.
**Pincott, Joseph.
*Robson, Joseph.
*Turner, William Alfred.
*Woodruff, Frederick.

Students of the First Year.

FIRST CLASS.
McCullock, Hugh.
Simpson, Alexander.
**Sloan, William Andrew.

SECOND CLASS.
*Auld, James.
Binnie, James.
*Brown, James.
Brownridge, William.
Duncan, Alexander T.
Hannay, Alexander.
*Jackson, John.
Linn, Alexander.
Macdonald, Roderick. (G.)
**McIvor, Daniel.
McKay, John.
McKemmie, John.
MacKenzie, Finlay.
**McLean, Daniel.
Millar, John.
*Rothwell, Jesse.
*Saunders, George Heath.
Skelly, John.

THIRD CLASS.
*Bennett, William.
Black, James H.
Carmichael, Malcolm.
Cumming, Alexander (G.)
Duncan, Gideon.
*Ferguson, Peter.
Forrester, Thomas.
Gillespie, William.
*Haywood, John B.
**Howie, Richard.
McKay, Donald.
Mackenzie, Alexander.
*Matheson, Farquhar.
More, Alexander.
Sloan, Archibald.
Spedding, Robert.
*Thomas, Robert Henry.
*Todd, David.
Trembath, Thomas Harvey.

SCHEDULE.
Campbell, Jonathan.

Hammersmith.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS.
**Green, John.

SECOND CLASS.
**Connellan, Patrick.
*Donovan, Francis.
**Fitzpatrick, Hugh (D.)
**McAleer, Daniel I.
**O'Mahony, Richard I.

THIRD CLASS.
*Allwell, James.
**Bannen, Henry.
*Callan, Thomas.
**Cullen, James.
**Calshaw, Robert.
*Cunningham, Patrick.
**Green, Daniel.
**Hayes, Patrick.
McGovern, John.
McGrorty, John.
*O'Neal, Michael.
Price, Richard.
Shea, William.

Students of the First Year.

THIRD CLASS.
Curran, William.
**Dugmore, George.
*Hawley, James.
**McDonald, Archibald.
**Mooney, Patrick.
*Quinn, Charles.
**Regan, Charles.

Highbury.

(Church of England.)

Students of the Second Year.

FIRST CLASS.
*Bush, John.
**Goodchild, Walter.
*Mathews, Henry Thomas.
**Pink, William Thomas.
**Taylor, William (D.)
**Turner, Thomas.
*Williams, Eldred Cyril.

SECOND CLASS.
**Bassil, Albert.
**Buckner, John William.
*Dallison, James.
**Grose, Samuel T. W. (D.)
**Jordan, William Edward.
*Magrath, John.
Pay, Edward Sampson.
*Wall, Edward.
**Wildish George Henry.
*Withey, John.

THIRD CLASS.
*Chappell, George Frederick.
*Cull, Thomas.
**Dolman, James.
*Douglass, David.
*Lane, Thomas.

Students of the First Year.

FIRST CLASS.
*Crofts, James.
**Evans, Frederick T.
**Harrison, William I.
Walker, James (D.)
**Watson, William.
**Wright, Frederick H.

SECOND CLASS.
**Adams, James.
**Barker, William.
*Barnes, Edmund.
*Baxter, Harry B.
Brennan, William.
*Brown, John.
Bryant, Charles.
*Clarke, Alfred O.
*Cole, George.
**Cracknell, James.
**Crisp, Daniel G.
*Crook, Elias.
*Gallie, James.
*Hamlyn, John.
*Hinton, Richard W.
**Hodges, Montague.
*Knight, Walter J. J.
Lane, Edgar, H.
**Marle, Henry.
*Morris, Alfred.
*Parker, Alfred.
*Pear, George H.
Pitt, Henry.
*Prosser, William.
*Reeve, Samuel.
*Rook, George Wm.
*Smith, Sidney.

**Thresher, Frederick I.
**Tink, Nehemiah.
*Triggs, Charles.
*White, Thomas.
*Wildbore, John.
*Wilkins, Alfred.
*Willey, Thomas.
**Winch, Allan.

THIRD CLASS.

Bartle, William T.
Butcher, Anthony G.
**Halliday, John.
Holmes, Brownlow F.
**Honey, Thomas.
**Love, Alfred.
*Moore, James.
**Musker, Henry.
Norris, Henry.
*Odle, George.
**Phillips, Philip H.
**Plummer, William I.
Roach, John E.
Shepherd, Richard.
Turner, William.

Peterborough.

(Church of England.)

Students of the Second Year.

SECOND CLASS.

**Barrett, John Gavert.
**Carpenter, Augustin (D.)
*Glasse, Henry.
**Gorringe, Charles William.
**Jones, James Cornelius.
**Lister, George Edmund.
**Marsh, George.
**Stannard, John.
**Threlfall, John.

THIRD CLASS.

**Berridge, Thomas W.
*Howitt, George Henstock.
*Jones, James Henry.
**Nash, James.
*Robinson, John Allen.
**Sangar, Thomas.
*Sansom, Adrian.
Viner, William.
*Wheeler, John.

Students of the First Year.

SECOND CLASS.

*Adlard, John.
**Belcher, William B.
**Brooks, John.
*Chorley, Henry H.
**Clifton, Charles F.
**Cooper, George S.
**Foster, John.
**Hayter, Thomas G.
*Kirkup, George.
**Pratt, Frederic G.
**Swinnerton, Charles.
**Whattam, Richard.

THIRD CLASS

**Bridal, Edward.
*Chaston, Mark.
**Collishaw, James.
**Cutbush, William.
*Gregory, Edward B.
**Haycox, Richard H.
**Machin, John H.

SCHEDULE.

**Collins, Thomas.

Saltley.

(Worcester Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Bulpitt, William Thomas.
**Durose, Frederick.

SECOND CLASS.

**Beach, William Partridge.
**Collins, Thomas.
**Dowell, Frederick (D.)
**Knight, Richard.
**Maidwell, Robert Charles.
**Marle, Robert (D.)
*Mathews, William Henry.
*Porter, John T.
**Roberts, David.
**Roe, William.

THIRD CLASS.

**Billing, Thomas.
**Bury, Thomas.
Chisam, William.
**Darley, William John.
**Farmer, Thomas.
**Gauly, Robert.
**Holloway, Edward.
**Hough, William.
*Ind, William.
**Landon, Henry T. (D.)
*Lloyd, Isaac.
**Lloyd, William.
**Phillips, William.
**Pye, Thomas.
*Reynolds, Ebenezer J.
*Sanders, Thomas.
**Sears, Horatio H.
*Sugg, Walter.
*Tandy, Charles.
**Thomas, William Henry.
**Thompson, John Henry.

Students of the First Year.

SECOND CLASS.

**Bridges, Samuel B.
**Burton, Albert.
**Chard, Albion A.
*Denham, Thomas.
*Jones, Edmund.
Neale, James (D.)
**Nightingale, William.
Price, Thomas (D.)
**Slater, Benjamin B.
**Squires, John.
**Stafford, John S.
**Windle, Benjamin.

THIRD CLASS.

*Astley, Edwin.
**Bacchus, Thomas.
**Bartley, John.
*Belcher, Thomas.
Bridge, David.
**Buchanan, Alexander.
**Cooke, Thomas.
Dutton, William.
**Eden, Robert W.
**Guy, William.
*Hammonds, Henry.
*Handley, Edward.
*Hemming, William E.
James, Alfred.
**Lloyd, Thomas.
**Lupton, Robert M.
Magee, Richard.
*Oliver, William L.
**Phillips, William.
**Pugh, John.
*Scarr, William Lord.
**Schofield, Joseph.
*Simpson, Thomas L.
*Tompkins, Albert.
**Watling, Henry M.
*Wigley, John S.
*Wildig, James.
*Woods, George.

SCHEDULE.

*Smout, Thomas.

Westminster.

(Wesleyan.)

Students of the Second Year

FIRST CLASS.

**Abbott, Otho.
*File, Charles C.
**Jenkinson, George J.
*Lee, Wesley.
**Maunder, Samuel G. (D.)
**Parker, John (D.)
*Rivers, Henry S.
**Scanes, John (D.)
**Stather, George P.
**Sugden, James.
*Welch, George William.

SECOND CLASS.

*Deacon, William.
**Epsly, Henry John (D.)
**Harrison, Edward.
*Mackrell, Isaac.
*Preston, William.
**Ratcliffe, Joseph R.
**Stillings, James.
*Tilzey, Frederic.
*Trim, William.
*Wright, James.

THIRD CLASS.

*Allen, Thomas.
*Brearley, David Sheard.
**Danby, George H.
Hawkins, John D.
**Tranter, Levi (D.)

Students of the First Year.

FIRST CLASS.

**Garbutt, John J.
**Greenup, William T.
*King, Charles.
*Wainwright, Thomas.

SECOND CLASS.

**Bearman, Edward J.
*Blears, William.
*Carter, James.
*Cowley, James.
Cox, John Henry.
**Cunliffe, James.
**Dunn, Henry.
**Dyson, John.
*Edwards, Joseph.
**Forster, William J.
*Greenwood, Aaron T.
*Greenwood, Lister.
*Haywood, George.
**Holdcroft, Herbert.
**Jenkin, John.
*Jones, Matthew H.
*Kilvington, James.
Leary, Thomas G.
**Matson, John.
*Needham, James.
**Nelson, James.
**Richardson, Thomas B.
**Searle, John.
**Shaw, Richard.
**Sollitt, Charles.
**Stephenson, John.
**Winney, William.
**Wray, Robert.

THIRD CLASS.

**Button, John.
**Denney, John.
**Haigh, Thomas R.

**Johnstone, James.
**Millican, William.
Ross, Robert N.
**Sharples, James.
*Smith, John.
**Smithies, Samuel.
Woodyer, Edward.

Winchester.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Cooper, Charles (D.)

SECOND CLASS.

Atkins, Thomas (D.)
**Corcoran, David.
**Hodge, Henry (D.)
*Hunt, Charles.
**Tucker, John.

THIRD CLASS.

**Alexander, William.
*Smith, William Benjamin.

Students of the First Year.

FIRST CLASS.

**Carter, George.

SECOND CLASS.

*Adams, Charles.
**Goddard, Ambrose.
**Holmes, Joseph J.
*Targett, William.

THIRD CLASS.

*Avery, Robert J.
**Baker, George H.
*Bennett, John A.
*Lay, James J.

SCHEDULE.

**Spanner, Charles.

York and Ripon.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Bratt, David.
**Dodson, George Edward.
*Dyson, Thomas.
**Fox, George
**Nield, Thomas.
**Smith, William (D.)

SECOND CLASS.

*Briggs, James Whitaker.
**Charnock, Quilla.
Dawson, Robert.
*Ford, Alfred.
*Holdsworth, Edmund.
**Neesom, John.
**Plews, James.
**Potter, William.
**Richards, George.
Ross, James Edwin.
**Sanderson, Joseph.
*Shires, James Edward.
**Todd, Thomas.
**Turner, Francis Albert (D.)
**Waldron, Thomas.
*Walton, Alfred.
*Williams, Robert.

THIRD CLASS.

Appleby, George Henry.
**Broughton, Mark.
Greenlaw, John.
*Hardwick, William John
*Hood, William.
Ibbotson, John.
*Nelson, John P.
**Phillip, John.
*Taylor, James.
*Train, Joseph.
*White, Jonathan.
*Wilkinson, Henry.

Students of the First Year.

FIRST CLASS.

**Daglish, James.
**Graves, John.
*Howard, Edward H.
*Popplewell, William.

SECOND CLASS.

**Atkins, William.
**Baxter, Rowland.
**Bedford, James E.
**Chappell, Andrew.
*Clark, John H.
**Cunningham, John.
Denison, John.
**Doughty, William H.
**Heap, Israel.
Hird, Enzor.
**Lupton, George.
*Rawson, John.
**Roberts, John V.
*Thackray, William.
Walker, Charles.

THIRD CLASS.

Barker, Robert.
*Batty, Emanuel.
**Callum, William.
**Dobson, James.
*Green, William.
Jeff, George.
**Knowles, Miles.
**Knowlson, George.
*Lamb, John.
*Mallory, Robert.
Ogram, George.
*Pouton, William S.
*Robinson, John.
Shaw, Caleb.
**Sykes, Richard.
Wilkinson, Ellis.

SCHEDULE.

Clough, Robert.
Cundell, Peter.

II.—FEMALE TRAINING SCHOOLS.

Bishops Stortford.

(Rochester Diocesan.)

Students of the Second Year.

FIRST CLASS.

Burrows, Elizabeth Sarah.
Butcher, Elizabeth.
Jones, Sarah.
Male, Harriet.
Taplin, Elizabeth Ann.

SECOND CLASS.

Bateman, Anne.
Coombes, Betsey Louise.
Daykin, Eliza Ann.
Garton, Eleanor.
Haigh, Eliza Edwards.
Hollely, Mary Elizabeth.
Hopwood, Elizabeth.
Jones, Charlotte.
Keating, Charlotte.
Millburn, Sarah.
Miller, Cecilia.
Moss, Caroline.
Parker, Mary.
Thompson, Jane.
Waring, Elizabeth Hester.

THIRD CLASS.

Chadwick, Sarah.
Ellis, Charlotte Frances.
Gibson, Sophia.
Gillies, Elizabeth.
Goacher, Mary Jane.
Mannock, Eliz. Mary E.
Potts, Elizabeth.
Pullinger, Eliza Ann.
Purvis, Ellen Key.
Randall, Phœbe Ann.
Sparrow, Jane.

Students of the First Year.

FIRST CLASS.

**Coleman, Julia (D.)
Donoughue, Ellen.
Dowsett, Rachel.
Mash, Sarah.
Maskell, Amelia.
Parker, Sarah Elizabeth.
Webb, Fanny.

SECOND CLASS

Coe, Caroline Letitia.
Farmer, Sarah.
Godfrey, Ann Maria.
Groves, Mary Anne.
Hibbitt, Mary Ann.
Jones, Susannah.
Male, Ruth.
Parsons, Ann Charlotte.
Perry, Eliza.
Rossiter, Mary Jeanes.
Rutley, Elizabeth Allen.
Taverner, Caroline.
Thompson, Sarah.
Waller, Emma.
West, Anne.

THIRD CLASS.

Farr, Mary Ann.

Brighton.

(Chichester Diocesan.)

Students of the Second Year.

FIRST CLASS.

Coope, Mary.

SECOND CLASS.

**Bennett, Ann.
Cattrall, Eliza Susanna.
Clifton, Fanny Jane.
**Harber, Elizabeth.
**Putnam, Mary.

THIRD CLASS.

Andrew, Jane.
Burke, Celia.
*Butterfield, Mary Ann.
Dobbin, Eliza.
**Hambleton, Susannah.
Harris, Matilda Frances.
Holland, Mary.
Horne, Rebecca.

Knight, Eliza.
Long, Mary Agnes.
Sebartan, Sibella Jane.
Vaughan, Elizabeth.
White, Sarah.

Students of the First Year.

FIRST CLASS.

*Gunn, Elizabeth.
Mitchell, Amelia.
**Moody, Charlotte.
**Waller, Ellen.

SECOND CLASS.

Bird, Harriot E.
Burgess, Emma.
Collins, Ann.
Donally, Louisa Ashley.
George, Ellen.
Johnson, Clara.
Kidd, Mary Eliza.
Lyon, Elizabeth.
*Marsh, Emily Maria.
Morley, Phœbe.
Murray, Mary Ann.
Rice, Esther.
Robins, Alice.

THIRD CLASS.

Brinkman, Elizabeth.
*Cole, Emily Jane.
Coleman, Isabella.
Downing, Catherine.
*Evans, Mary Elizabeth.
Foreman, Elizabeth.
Heath, Selina Charlotte.
Miles, Mary.
Ravenhill, Eliza Mary.
Wicheloe, Emma.

SCHEDULE.

Blake, Ann.

Bristol, Gloucester, and Oxford.

(Diocesan.)

Students of the Second Yea

FIRST CLASS.

*Barnes, Sarah Elizabeth.
**Brown, Harriett.
*Coram, Mary.
*Corner, Emma.
**Hendy, Elizabeth Jane.
**Ingram, Emma.
*Knowles, Frances.
*Okell, Emma.
*Pickering, Sarah Ann.
**Starr, Mary Maria Milton.
*Williamson, Grace.

SECOND CLASS.

*Beisley, Eliza.
**Bowen, Catherine.
*Brookman, Jane Eliz. M.
*Cambridge, Esther.
*Frame, Harriett.
*Hathway, Elizabeth C.
Hitch, Emily Caroline.
*Jackson, Frances Hannah.
*Lambert, Martha Anne.
*Mann, Eleanor.
*Padfield, Lucy Maria.
*Price, Margaret.
**Rhynheart, Mary.
*Riddle, Amelia Harriett.
*Thomas, Sarah.
*Wall, Elizabeth Jane.

THIRD CLASS.

*Bladon, Mary Ann.
*Davies, Jane.
Harrison, Eliza Ann Spence.
Hunt, Susanna.
*Palmer, Ellen Mary Ann.
Roberts, Ellen.
Sprowles, Emily.
*Stanley, Caroline.
Tovey, Evelyn.
Ward, Mary Harriett.
Willock, Margaret.

Students of the First Year.

FIRST CLASS.

Baker, Susannah.
Batson, Emma.
Batt, Elizabeth.
Baylliss, Emma.
*David, Mary Jane.
*Evans, Eliz. Margaretta.
Hooper, Mary Ash.
Hulin, Elizabeth Watkins.
Janes, Mary Anna.
Lovell, Eliza.
*Malins, Margaret Anne.
Maude, Sarah Anne.
Mutter, Elizabeth Brinham.
*Onion, Hephzibah B.

SECOND CLASS.

Allchin, Elizabeth.
Bowles, Eliza Ellen
Charles, Sarah.
*Havard, Mary A.
Heddle, Mary Isabella.
Hicks, Lucy.
*Holland, Maria Isabella.
Jenkins, Gwenllean.
Masi, Amelia.
Parkes, Elizabeth.
Powell, Sarah.
*Rowles, Jane.
Sage, Mary Jane Minnie.
Trenaman, Caroline Eliza.
*Upcraft, Lucy Elizabeth.
Walker, Emma.
Wilson, Jemima.
Wright, Louisa.

THIRD CLASS.

Harman, Harriet.
Mann, Eliza.
Quance, Sophia.
Townsend, Mary Anne.
Turk, Elizabeth Millard.

SCHEDULE.

Cavell, Eliza Charlotte.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Barrowby, Eliza Jane.
*Bennett, Elizabeth.
**Chappell, Mary.
Duck, Charlotte Maria M.
*Hull, Mary.
**James, Jane.

SECOND CLASS.

*Boyce, Lucy.
Prilett, Hannah.
Riley, Matilda.
Roberts, Jane.
Smith, Charlotte.
*Spratt, Ellen.
*Wainwright, Caroline Ann.
*Willis, Mary.

THIRD CLASS.

Braithwaite, Mary Anne.
Liddington, Julia Maria.
*Nettleton, Annie.
Smith, Mary Anne.
Washington, Mary E.
Woodward, Sarah.

Students of the First Year.

FIRST CLASS.

Ablett, Emily Mary.
Appleton, Sarah Mary.
**Bailey, Jane Elizabeth
Brain, Caroline G.
**Bernand, Lucy C.
Cowen, Fanny.
*Davis, Victoria.
**Donaldson, Caroline.
Hopton, Martha.
**Knibbs, Mary A.
*Parr, Sarah Ann.
Ross, Anna M
Savage, Agnes J.
Smith, Ellen H.
*Williams, Sarah.

SECOND CLASS.

Ablett, Harriet I.
Ashfield, Jane.
Baker, Ann.
Brice, Catherine.
Dalley, Eliza.
Danbury, Mary Ann.
Dayas, Mary.
Edwin, Martha M.
Garland, Mary.
Gill, Hannah E.
Harraud, Sarah J.
*Kaberry, Mary A.
Mardlnor, Mary.
Rogers, Sophie H.
Smith, Annie.
Summers, Eliza.
*Vincent, Frances.
Williamson, Mary.

THIRD CLASS.

Eaton, Mary Ann.
Free, Fanny.
Parsons, Matilda E.
Scott, Mary E.
Singer, Emily.
*Wain, Fanny.

Derby.

(Lichfield Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Caldecleugh, Phillis.
**Crofts, Marianne.
**Croxall, Catherine.
*Myatt, Harriet.
**Vickers, Elizabeth.

SECOND CLASS.

*Ellison, Ann Elizabeth.
Harrison, Mary.
Hyde, Emily.
Mills, Sarah.
**Murfin, Sarah Elizabeth
Pimm, Sarah.
Poole, Anne.
*Roberts, Mary Ann.
*Wilcockson, Ellen.

THIRD CLASS.

*Brindley, Harriet.
Fox, Sarah.
**Platts, Jane.

Students of the First Year.

FIRST CLASS.

*Charlton, Mary Anne.
**Chesterton, Mary Jane.
**Cross, Emily.
*Gadsby, Jane.
*Hague, Maria.
*Jennings, Elizabeth.
Linnell, Caroline.
Moverley, Anne.

SECOND CLASS.

Bright, Martha.
Evans, Martha.
Hunt, Sarah.
*McIntire, Jane Ann.
Marshall, Elizabeth.
Martin, Annie.
Ostler, Mary Ann.
Peat, Agnes.
Peplow, Caroline.
Roper, Phebe.
Sanders, Eleanor.
Smith, Esther M.
**Tonge, Mary Jane.
Woolley, Annie.

THIRD CLASS.

Faulkner, Catherine.
Smithhard, Sarah Ann.

Durham.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

*Caut, Mary Louisa.
**Cardno, Elizabeth.
Embleton, Susannah.
*Lucas, Harriett L.
*McLaren, Mary A.
Reed, Catherine M.

SECOND CLASS.

*Byers, Jane.
*Stirling, Elizabeth.
*Wentworth, Elizabeth.

THIRD CLASS.

Adams, Mary.
*Tinkler, Mary J.

Students of the First Year.

FIRST CLASS.

Allen, Sarah Ann T.
**Barton, Mary Hannah.
*Forrest, Grace.
Hargraves, Annie.
*Jackson, Catherine.
*Lee, Elizabeth.
*Martin, Rebecca.
**Powell, Catherine.
*Richardson, Sarah.
*Richmond, Miriam.
**Wallace, Isabella.

SECOND CLASS.

*Christy, Catherine.
Cordiner, Eliza.
*Crisp, Mary.
Forshaw, Mary R. H.
*Hart, Jessie.
Hudson, Emma.
*Kendall, Elizabeth.
Milne, Anne.
Ridley, Elizabeth.
Rippon, Margaret A.
Selby, Margaret.

THIRD CLASS.

Elsdon, Jane T.
Smith, Mary.
*Stevenson, Magdalina.
Wishart, Euphemia.

SCHEDULE.

Taylor, Mary Ann.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST CLASS.

**Dean, Christina.
**Edwards, Helen.
*Ewen, Maria.
**Galloway, Alison.
*Gow, Isabella W.
*Grant, Elizabeth.
**Mac Lean, Margaret Ann.
Thomson, Mary Ann.
**Young, Eliza.

SECOND CLASS.

*Bertram, Wilhelmina.
Black, Helen.
*Clark, Agnes.
*Dickson, Mary.
*Duthie, Jane Anne.
*Heddle, Janet.
*Keddie, Jessie.
Lawrie, Margaret.
**Munro, Christina.
Pitt, Eliza.
Scott, Marion.
Thomson, Margaret.
Weir, Margaret.

THIRD CLASS.

*Andrew, Isabella.
Hendry, Margaret.
McLeish, Euphemia.
Meldrum, Elizabeth.
Nairn, Elizabeth.
Wilson, Isabella.

Students of the First Year.

FIRST CLASS.

Annan, Cecilia.
Campbell, Jessie.
Carruthers, Margaret.
*Fisher, Agnes.
Gardiner, Margaret.
Graham, Margaret.
*Hay, Elizabeth M. S.
Irvine, Margaret.
**Meston, Sarah C.
Mitchell, Jane.
Morison, Jane.
*Newton, Elizabeth.
Robertson, Jemima.
Scott, Helen.
*Swan, Annie B.
Wilson, Margaret.

SECOND CLASS.

Ballingall, Janet.
*Campbell, Mary.
Dickie, Helen T.
Ferrier, Barbara.
Gordon, Mary M.
**Hunter, Jessie.
Johnston, Christina.
Lorimer, Elizabeth.
Miller, Elizabeth.
Nelson, Kate.
Sadler, Helen M.
Scott, Jessie.
Strachan, Amelia A.
Thomson, Margaret F.
Wilson, Christina.
Wright, Mary.

THIRD CLASS.

Anderson, Catherine.
Baker, Lucy.
Bowie, Janet.
Dargavel, Janet.
Downie, Isabella L.
Duthie, Hannah.
Edward, Christina.
Kirkwood, Alison.
Macready, Martha.
Macdonald, Christina.
McDowall, Mary Jane.
McIntyre, Isabella.
Martin, Helen.
*Methven, Janet J.
Ormiston, Naomi.
Robertson, Margaret.
Sloan, Jane F.
Storrie, Isabella.
Webster, Clementina.

SCHEDULE.

Mackay, Margaret.
Maughan, Annie S.
Scott, Jane.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST CLASS.

*Fenton, Helen.
*Gow, Verona.
*Law, Janet.
*McLagan, Anne.
Murray, Isabella.
**Ord, Jane Ann (D.)
**Paterson, Agnes Crawford.
**Trail, Anne.

SECOND CLASS.

**Baird, Isabella.
*Baird, Margaret.
*Cameron, Anne H.
**Ferguson, Flora.
*Gold, Hannah.
**Gordon, Margaret C.
*Henry, Elizabeth.
*Mackintosh, Mary.
*McRobbie, Mary.
**Mason, Jessie.
**Rae, Jane Christina.
**Robertson, Betsy.
*Smith, Margaret.
**Smith, Mary.
*Sutherland, Margaret Ann.

THIRD CLASS.

*George, Helen.
*Reid, Jessie.
*Saunderson, Susan.
**Smith, Alice.
*Watson, Christina.

Students of the First Year.

FIRST CLASS.

Clinkscales, Rachel.
*Craig, Catherine.
Glover, Margaret.
**Grange, Jane C.
Hally, Jessie.
Howie, Fanny M.
*Hutcheson, Anne.
Lowson, Margaret.
*Newton, Margaret.
*Ritchie, Margaret N.
**Robertson, Marjory S.
*Russell, Christina.
**Simpson, Ellen D.
Smith, Elizabeth.
*Stewart, Margaret.

*Tait, Elizabeth.
**Thomson, Anne.
*Torrance, Susan.
**Work, Ellen G.

SECOND CLASS.

**Adam, Christina.
Bain, Jessie S.
Bissett, Isabella
*Cadenhead, Mary A.
*Callandar, Helen T.
*Campbell, Jane A.
Drummond, Cecilia S.
Duncan, Helen.
*Forbes, Mary Ann.
Henry, Mary.
Kyle, Emily.
Lundie, Euphemia.
Mackintosh, Isabella.
*McKenzie, Margaret.
**McRobbie, Margaret.
Menzies, Elizabeth.
*Murray, Janet R.
*Patterson, Isabella.
Petrie, Mary Ann.
Robertson, Mary.
Taylor, Jane.
Watson, Isabella,

THIRD CLASS.

*Baxter, Agnes.
*Bonner, Eliza.
Dawson, Mary.
Doig, Agnes.
Gibson, Isabella.
Hall, Ellen.
Robb, Isabella.
**Robertson, Elizabeth.
Sandison, Isabella.
Shaw, Elizabeth.
Thompson, Elizabeth.
Whyte, Mary A.

SCHEDULE.

Brighton, Mary C.
Grant, Elizabeth.
*Seaton, Helen.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST CLASS.

Duncan, Anna Maria.
Grant, Eliza.
*Kinloch, Christina.
Lithgow, Margaret.
McKillop, Agnes.
*McNaughton, Augusta M.
Miller, Jane.

SECOND CLASS.

Brown, Maria F.
Carbarns, Agnes.
**Ferguson, Elisabeth W.
McCall, Isabella.
McDonald, Margaret.
Millar, Janet.
Richardson, Jane.

THIRD CLASS.

Bain, Isabella.
Beattie, Frances.
Liddell, Margaret.
McKellar, Isabella.
*Mantle, Margaret.

Students of the First Year.

FIRST CLASS.

*Connor, Maria L.
Craig, Jessie F.
Cullen, Ellen.
Hill, Elizabeth.
*Mann, Eliza G.
Morton, Elizabeth.
Patrick, Eliza.
Reid, Elizabeth.
Slessor, Elizabeth.
*Todd, Margaret.

SECOND CLASS.

Adams, Jane J.
Blair, Mary.
Breckenridge, Mary.
Duff, Elizabeth.
Macdonald, Mary A.
McGaan, Anna.
Macpherson, Hannah.
Norris, Elizabeth
Sharpe, Jane M.
*Smith, Janet.
Whitelaw, Jessie.
**Young, Isabella M.
Young, Mary.

THIRD CLASS.

Brown, Agnes.
Campbell, Mary.
Macfarlane, Catherine.
Main, Margaret.
Moffat, Janet.
Skead, Christina.
Wands, Mary.

SCHEDULE.

Hally, Rebecca.
Henderson, Jane.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST CLASS.

*Dawson, Eliza.
Macfarlane, Janet.
*McKellar, Elizabeth.
*Miller, Amelia.
*Wallace, Augusta.

SECOND CLASS.

Alexander, Jane R.
*Brown, Jessie.
Corston, Marion.
*Drummond, Jane.
Ewing, Margaret.
*Henderson, Anne M.
Hercus, Jane K.
Hercus, Mary C.
Hill, Harriet.
McGregor, Margaret.
Macomish, Agnes.
Metcalf, Sarah Ann.
Steven, Helen.
Stewart, Sarah.
White, Agnes.

THIRD CLASS.

Hector, Margaret.

Students of the First Year.

FIRST CLASS.

*Brown, Margaret.
Campbell, Agnes.
Duncan, Margaret M.
Edgar, Mary.
Gemmell, Grace S.
Grant, Margaret.
Robertson, Elizabeth.
Steel, Janet.
**Thomson, Isabella.

SECOND CLASS.

Bell, Helen.
Caldwell, Mary.
*Dalziel, Jane.
Gordon, Elsie.
Hay, Jessie C.
McKay, Janet.
Macomish, Margaret.
*Murdoch, Jane.
Shaw, Mary.
Stephen, Elizabeth.
Wallace, Maggie.

THIRD CLASS.

Alexander, Janet.
Alexander, Susanna.
Clark, Catherine.
Cowan, Marion.
Grant, Isabella W.
Houstoun, Marianne.
Houstoun, Sarah.
Mackintosh, Isabella.
Mackay, Christina.
McKay, Isabella.
Macpherson, Agnes B.
Nisbett, Fanny.
Shand, Jane.
Stuart, Linda.

SCHEDULE.

Donald, Catherine.

Home and Colonial.

(Church of England.)

Students of the Second Year.

FIRST CLASS.

**Baker, Hannah.
Cochlin, Hannah.
**Cook, Maria Helen.
*Cornish, Sarah.
**Cragg, Mary Ann.
**Douglas, Hester.
*Eagleton, Elizabeth.
*Fisher, Adelaide Louisa.
**Halliwell, Elizabeth.
*Hassell, Maria.
*Hassell, Sophia.
Howard, Mary
**Howell, Emma.
**Joyce, Catherine (D.)
**Mackinson, Alice.
**McQuistan, Ellen.
*Page, Sarah Jane.
Pendlebury, Elizabeth
**Rainer, Theophila Turner.
**Simmons, Phœbe.

SECOND CLASS.

Alley, Grace.
Andrews, Anne Stay.
Armstrong, Elizabeth S.
*Beck, Eliza.
Blackmore, Maria Elizabeth.
**Blythes, Sarah.
Brabham, Emma.
*Cook, Frances Margaretta.
Croydon, Clara.
Downton, Elizabeth.
**Duck, Elizabeth.
Girling, Elizabeth Anne.
Hamblin, Dorothea.
Haydn, Kate.
Holder, Juliana.
Hook, Sarah Anne.
**Hume, Maria.
Jenkins, Elizabeth.
**Lilley, Rachel.
Pomeroy, Eliza.
Siburn, Elizabeth Ann.
Sinden, Ellen Jane.
**Smith, Rebecca.

THIRD CLASS.
Croft, Esther Margaret.
*Edgar, Emily.
Ward, Mary Ann.
*Wilkins, Jane.
Wright, Fanny.

Students of the First Year.

FIRST CLASS.
Acons, Emma.
Adcock, Ada.
Almond, Catherine Jane.
Ayres, Harriet S.
Bannister, Eliza Jane.
Barrett, Frances.
*Boswell, Maria Agnes.
Boylette, Emily Eliza.
Brooks, Elizabeth Emily.
**Cartwright, Ann.
Cartwright, Harriet.
Chaplin, Mary Jane.
*Coates, Mary Ann.
Collis, Sarah.
Crompton, Elizabeth.
*Duff, Josephine Elizabeth.
Ellis, Jane.
Harescough, Charlotte Ann.
*Higgins, Julia Maria.
Hughes, Tryphena.
**Isaac, Susan Jane.
**Kesson, Lucy Emma.
Knight, Mary Jane.
Morison, Barbara.
Norgrove, Maria.
Parrott, Harriett.
*Powell, Margaret.
Robinson, Kezia.
Schnóegans, Louisa.
*Stearn, Sarah.
Stones, Elizabeth Anne.
*Taylor, Sarah.
Thurston, Mary Elizabeth.
*Tripp, Jane.
Troughton, Margaret.
Wakenell, Sarah Susannah.
Warsap, Elizabeth Ann.
Wright, Sarah Nicholas.

SECOND CLASS.
Attwood, Charlotte A.
Burgess, Mary Emma.
Camm, Emma.
**Dadson, Annie.
Dawkins, Elizabeth.
Fleming, Susannah.
Godfrey, Mary Ann.
Hall, Amelia.
Harris, Emily Harland.
Howes, Elizabeth Mary.
Hulme, Emma.
*Lazenby, Mary.
Roberts, Jane.
Russell, Eliza.
Ryde, Maria.
Savory, Frances.
Spray, Sarah.
Stephens, Mary.
Tuckey, Martha.
Webb, Mary Ann.

St. Leonards on Sea.

(Roman Catholic.)

Students of the Second Year.

SECOND CLASS.
**Byrne, Elizabeth.
**Drury, Elizabeth (D.)
**Duffy, Ellen.
**Green, Bridget.
**Hall, Agnes (D.
**McCarten, Theresa.

THIRD CLASS.
**Fitton, Honora.
**Long, Catherine.
**Loveridge, Mary Anna.
McVicar, Elizabeth (D.)
**Shearman, Mary Jane.
**Smith, Agnes Helen.

Students of the First Year.

FIRST CLASS.
**Barrett, Ann.
*Boyle, Annie T.
**Brans, Elizabeth.
**Crawley, Catherine.

SECOND CLASS.
**Bennett, Catherine.
**Bianchi, Mary Ann.
**Cary, Winefride.
**Casserley, Sarah.
*Crean, Sarah.
**Farnell, Winefride.
**Hall, Mary.
**Lansdowne, Jane.
*Marshall, Janet.
*Wilkinson, Mary.

THIRD CLASS.
*Hall, Fanny.

Liverpool.

(Roman Catholic.)

Students of the Second Year.

FIRST CLASS
**Barker, Fanny (D.)
**Brown, Mary.
**Coller, Emma.
*Duffy, Betsy.
Fisher, Margaret.
**Gaunt, Elizabeth.
**Jameson, Jane.
*Judge, Mary Ann.
**Kelly, Betsy (D.)
*Murphy, Elizabeth.
**O'Connor, Helen (D.)

SECOND CLASS.
**Armstrong, Jane.
Crudis, Elizabeth.
*Daly, Elizabeth.
*McArdle, Mary Ann.
McNally, Mary.
*Roberts, Annie.
**Roche, Jane.
**Rooney, Teresa.

THIRD CLASS.
**Bamford, Sarah Anne.
**Cockshot, Olivia.
Critchley, Mary Ann.
Donnelly, Alice.
*McCurdy, Catherine.
Tierney, Elizabeth.
**Wilson, Isabella.

Students of the First Year.

FIRST CLASS.
**Hardie, Ellen.
*Hennessey, Ellen.
*Hill, Annie.
**Johnstone, Elizabeth.
Keeler, Catherine.
Kirkham, Elizabeth.
*McCluskey, Catherine.
*McCluskey, Marianne.
*McGarvie, Mary.
Martin, Elizabeth.
**Mitchell, Eliza.
**Moloney, Margaret.
*O'Brien, Eliza.
O'Keeffe, Elizabeth.
Peterson, Mary.
**Rigg, Janet.
Robertson, Frances.
Seed, Elizabeth.
Slattery, Anne Norah.
*Sloane, Anne.
**Ward, Anne.
*Waters, Margaret.

SECOND CLASS.
Byrne, Sarah.
*Dobson, Anne.
*Elmes, Julia.
Hornby, Alice.
Irvine, Catherine.
Jenkins, Anne.
Middleton, Jane.
*Murray, Lucy.
O'Bryan, Margaret.
Sullivan, Maria A.
Welsby, Catherine.
*Wilcock, Margaret.

THIRD CLASS.
Brims, Mary.
Coller, Madeline.

Norwich.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.
*Lever, Isabella.
*Marshall, Emmaline.
Todd, Elizabeth Sophia.

SECOND CLASS.
Allen, Jane.
Balls, Louisa.
Barwick, Harriett.
*Eggleton, Sarah Hannah.
Kemp, Hannah.
Mason, Fanny.
Matthews, Annie.
Morgan, Elizabeth.
*Pett, Ann Harvey.
Readwin, Laura.
Rickard, Mary Anne.
Stevenson, Matilda.
*Wilson, Armin Matilda.

THIRD CLASS.
Barker, Mary Ann.
Broadbent, Hannah.
Jewell, Anna Agnes.

Students of the First Year.

FIRST CLASS.
Burrell, Marianne Louis.
*Butcher, Jane Ann.
Cayley, Emily.
Folley, Charlotte.
*Hammond, Emma.
Lawrence, Charlotte.
*Lee, Elizabeth.
Mills, Elizabeth.
Mills, Sarah Fancy.
Mitchell, Sarah Hannah.
Peach, Elizabeth.
Tamblin, Ruth.

SECOND CLASS.
*Elgar, Wallisa Anne.
Field, Hannah Maria.
Gammon, Mary Eleanor.
Green, Anne Elizabeth.
Leyton, Emily.

Mustard, Eleanor.
Pope, Catherine.
Pringle, Mary Jane.
Rolfe, Martha Matilda.
Wragg, Sarah Ann.

Salisbury.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

**Cane, Jessie.
*Hodge, Mary E.
*Hurdle, Annie L.
*Lampet, Lucy.
**Witcombe, Sarah.
Young, Letitia.

SECOND CLASS.

*Adams, Betsy.
*Aikman, Margaret.
Binham, Marianne.
Burbidge, Matilda.
Buttrell, Virginia.
*Churchward, Susan.
Diment, Annie.
Downton, Sarah (D.)
*Grant, Elizabeth.
*Hiscox, Mary Jane.
*Holmes, Mary Ann E.
*Price, Rhoda.
*Walling, Annie H.
*Wheaton, Mary S.

THIRD CLASS.

Ball, Emma.
Cole, Elizabeth.
Horne, Harriet.
*Jones, Mary Anne.
*Knowles, Katherine M.
Raymond, Mary Anne.
*Smith, Rebecca.
Talbot, Sarah.
Willsdon, Emma.

Students of the First Year.

FIRST CLASS.

*Brittan, Louisa J.
*Hardy, Mary.
Jones, Sarah.
Knight, Elizabeth.
Lanham, Anne.
Martin, Anne.
Richards, Grace.
Smyth, Mary Jane.
Steptoe, Sophia C.
Tadd, Marianne.
Thomas, Ellen Jane.
Willis, Mary A.

SECOND CLASS.

Amey, Eliza S.
Andrews, Sarah.
**Bray, Eliza.
Burroughs, Jane.
Camotta, Mary Ann.
Chambers, Elizabeth.
Cook, Mary.
Day, Jane Anne.
Dewey, Mary.
Fitzgerald, Harriet C.
Gregory, Jane E
Howard, Eliza.
Leeds, Ellen.
Lloyd, Eliza.
Nelson, Jane A.
Norman, Laura.
Norris, Agnes J.
Peters, Anne.
Spragg, Frances Anne.
Webley, Isabella.
Welland, Emma.

THIRD CLASS.

Gibbins, Mary A.
Payne, Anne M.
Tiller, Elizabeth.

SCHEDULE.

Holland, Elizabeth.

Stockwell.

(British and Foreign School Society's).

Students of the First Year.

FIRST CLASS.

*Aldam, Emily.
*Allen, Mary.
*Brooksbank, Sarah.
Bubb, Mary Anne.
Champ, Mary.
*Crane, Elizabeth.
*Evans, Mary.
*Fish, Rhoda Ward.
*Giles, Mary Ann.
Hale, Annie.
*Hartley, Mary Ann.
*Hughes, Elizabeth.
Joyce, Hephzibah.
Kerry, Lucy.
Ledamun, Lucy E.
*Longdin, Alice.
Lowrie, Elizabeth.
*Passman, Eliza.
Potter, Lucy.
*Reay, Mary Ann.
Smith, Elizabeth.
Stead, Angela.
Tree, Jane.
Wells, Eliza Jane.
Williams, Tabitha.
Woof, Elizabeth.

SECOND CLASS.

Atkin, Sarah Anne.
Bartley, Jane.
Coghlan, Mary Ann.
Cumming, Anne (W.)
*Edwards, Mary Anne.
Elphinstone, Elizabeth.
*Figures, Mary Ann.
*Gascoigne, Martha.
Gibson, Mary Ann.
Griffitt, Rebecca J.
Holmes, Jane Oliver.
Jones, Louisa.
Llewellyn, Ellen.
Lloyd, Sarah G.
*Mitchell, Harriett.
Morgan, Mary.
Mumford, Elizabeth.
Murrish, Anne B.
Niblett, Mary Anne.
Pritchard, Jane.
Prosser, Anne.
Read, Jane E.
Roberts, Annie.
Roden, Elizabeth.
*Ryder, Emma.
Stewart, Mary Ann.
*Wilkes, Clarissa J.

THIRD CLASS.

*Barwick, Annie.
Cowper, Sarah E.
Crouch, Isabella N.
Hall, Sophia.
Hogg, Isabella.
Howard, Martha.
Hughes, Ellen.
Kean. Ellen.
Keen, Sarah.
Long, Sarah.
Mason, Emily.
Peters, Emma.
Rust, Priscilla S.
Selkirk, Margaret.
Tilbury, Emma.

Truro.

Students of the Second Year.

SECOND CLASS.

**Ellis, Abigail.

THIRD CLASS.

*James, Mary Ann.
*May, Emma B.
*Shute, Harriet.
Westington, Georgina E.

Students of the First Year.

FIRST CLASS.

*Addicott, Mary Ann.
Elwell, Frances.
Thomas, Laura Jane.
*Willis, Euphemia

SECOND CLASS.

Acford, Emma.
*Allen, Sarah A. H.
Dingle, Jane.
Glazzard, Annie.
*Hodge, Eliza.
*Hoyte, Fanny.
Moore, Mary A.
*Petherick, Ann.
*Plumb, Elizabeth.
Scoble, Mary A.
Walters, Margaret.

THIRD CLASS.

Hannaford, Elizabeth.
Lethbridge, Rosina.
Smith, Mary Ann.
Trewheela, Nannie.
Watkins, Harriet.

Warrington.

(Chester Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Cockshott, Elizabeth Anne.
**Houlding, Margaret.
*Kelly, Emily Isabella.
**Kershaw, Alice (D.)
Lloyd, Margaret.
Long, Rebecca.
**Mayor, Alice.
*Read Rachel.
**Smith, Elizabeth.
**Williams, Eliza Jane.

SECOND CLASS.

Davies, Mary Ann.
Gelling, Margaret Jane.
Godber, Catherine.
Green, Maria.
Harding, Sarah M. C.
Holden, Alice.
Holmes, Martha.
Isedale, Catherine.
McMullen, Agnes.
*Mudge, Elizabeth.
Philipson, Eleanor.
Pritchard, Elizabeth.
**Routledge, Martha.
*Smethurst, Emma.
Taylor, Mary (D.)

*Spetch, Lucy A.
*Stephenson, Elizabeth.
*Stevens, Elizabeth.
**Stubbs, Amelia J. B.
Thornton, Fanny.
*Todd, Hannah.
*Walter, Elizabeth.
*Warren, Elizabeth.
*Webber, Annie.
Yardley, Hannah S.

SECOND CLASS.

Dadley, Kezia.
Elger, Kate.
Fox, Emily S.
Freeman, Sarah.
Houlding, Marian.
*Ironside, Jane A.
*Kennett, Ann F.
Metcalf, Elizabeth.
Mizen, Mary A. W.
*Morris, Catherine.
Morris, Elizabeth A.
Owen, Miriam.
Parkinson, Emma.
Parritt, Sarah.
Robinson, Catherine.

York and Ripon.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Batty Eliza.
**Boyes, Mary Maria T.
**Brook, Jane.
Fairburn, Harriette.
*Hoyland, Elizabeth.
**Lawton, Mary.
**Womersley, Eliza (D.)

SECOND CLASS.

Baildon, Charlotte.
Farrar, Martha Anne.
Hobson, Ellen.
Hutchinson, Mary P.
Stawman, Sarah.

THIRD CLASS.

Lucas, Louisa.
Woodhouse, Mary Anne.

Students of the First Year.

FIRST CLASS.

Farrah, Hannah.
Hammond, Elizabeth.
Hodgkinson, Cassandra.
Mawson, Elizabeth.

SECOND CLASS.

Cooper, Mary.
Firth, Annie.
Fox, Helen.
Greathead, Naomi.
Jenkinson, Mary Anne.
*Nicholson, Maria.
Thomas, Annie.
Ward, Harriet A.

THIRD CLASS.

Smith, Eliza.
Thomson, Elizabeth.
Townsend, Elizabeth A.

SCHEDULE.

Scott, Isabel.

SUMMARY

OF

RESULTS of EXAMINATION of Students in Training Colleges.

MALES.

NAME OF COLLEGE.	First Year.					Second Year.				Third Year.			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure	1st Class	2nd Class	3rd Class	Failure
Bangor (Brit. and For. Sc. Soc.)		7	10	1	2								
Battersea (National Society's)	12	28	3			17	28	3				1	
Borough Road (B. & F. Sc. Soc.)	6	35	11			5	7	5					
Carmarthen (National Society's)		6	14	1	3	1	3	10					
Carnarvon (National Society's)		4	13	3	1	2	6	2	1				
Chelsea, St Mark's (Nat. Soc.)	3	29	21			18	17	9	2		3		1
Cheltenham (Church of England)	3	36	14			12	22	10					
Chester (Church of England)		15	11	2	1	1	16	4	1				2
Chichester (Church of England)		4	8	2			4	4	3				
Culham (Church of England)	1	9	12	2	4	3	11	17	8				
Durham (Church of England)	3	12	10	1		2	14	6					
Edinburgh (Episcopal Church)		1	3	1	1	1	4	3					
Edinburgh (Church of Scotland)	10	33	13	3	3	6	15	6					
Edinburgh (Free Church)	7	31	13	1	1	11	21	12	2				
Exeter (Church of England)		10	5		1		8	8	1				
Glasgow (Church of Scotland)	3	24	17		2	4	17	5	1				
Glasgow (Free Church)	3	18	19	1	8	3	16	13	5				
Hammersmith (Roman Catholic)			7		1	1	5	13	2				
Highbury (Church of England)	6	35	15		1	7	10	5					
Peterborough (Church of Eng.)		12	7	1	1		9	9	3				
Saltley (Worcester Diocesan)		12	28	1	3	2	10	21	1				
Westminster (Wesleyan)	4	28	10		1	11	10	5					
Winchester (Diocesan)	1	4	4	1		1	5	2	3				
York and Ripon (Diocesan)	4	15	16	2	2	6	17	12	2				
	66	418	284	23	36	114	275	184	35		3	1	3

Whittingham, Sarah.
*Williams, Alice.

THIRD CLASS

Blake, Elizabeth
*Burrows, Anne
Glinson, Mary Wright.
Hill, Emma Ann.
**Hivey, Ann.
Hollinpriest, Mary.
Jones, Esther Jane.
Leddra, Hephzibah.
*Leigh, Sarah.
Marsh, Mary Ann.
*Roberts, Anne.
Rowbottom, Syndonia S.
Sawyer, Margaret Manning.
*Scowcroft, Mary Anne.
Singleton, Jane.
Williams, Sarah.

Students of the First Year.

FIRST CLASS.

Alston, Elizabeth.
*Armstrong, Anne W.
Binns, Ann.
Duke, Anne.
Grice, Elizabeth.
*Gutridge, Martha.
*Hodgins, Ann.
Hodgson, Elizabeth.
*Houlding, Isabella.
Howard, Mary.
Jackson, Annie E. (D.)
Kay, Elizabeth.
*Kay, Mary F.
Kewley, Annie.
Knowles, Jeanetta.
*Macartney, Elizabeth H.
*Perks, Susan.
Pixton, Harriet P.
*Riley, Margaret J.
Roberts, Elizabeth.
*Scarborough, Sarah.
Thistlethwaite, Sarah J.
Watts, Mary Ann.

SECOND CLASS.

Apperson, Sarah.
*Boaler, Mary Ann.
Copeland, Janet.†
Culshaw, Elizabeth.
*Danby, Mary E.
Fox, Mary Ann.
Fraser, Catherine.
Gillies, Margaret.
Godson, Caroline M.
Goodier, Ellen.
Harrison, Elizabeth J.
Hibbert, Ellen.
Lee, Mary A.
Madders, Emma.
Mercer, Lucy.
Mills, Jane.
Monks, Anne.
Nesbitt, Elizabeth.
Peeling, Margaret.
Robinson, Caroline.
Shakespere, Mary E.
Sidebotham, Emily.
*Smith, Mary.
Wood, Eliza.
Worrall, Sarah.

THIRD CLASS.

Cooke, Sarah A.
Coward, Frances.
Garsed, Delia.
Miller, Hannah A.
Pearson, Bridget.
Shaw, Caroline.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST CLASS.

*Beech, Mary Ann P.
**Brocklehurst, Sarah Anne.
*Goulding, Charlotte E.
*Merritt, Miriam M.
**Stevens, Sarah P.

SECOND CLASS.

*Evans, Margaret Jane.
**Hillyer, Mary Jane (D.)
McLean, Flora C.
**Moss, Eliza.
Ofield, Mary Ann.

THIRD CLASS.

*Dodds, Henrietta.
**Gunson, Mary.
Kerr, Mary Anne.
Morley, Elizabeth.

Students of the First Year.

FIRST CLASS.

*Gath, Rosina E.
*Paulin, Paulina.
Smith, Sarah Anne.
Spendley, Eliza.
*Webster, Lydia.

SECOND CLASS.

Barker, Alice.
*Braim, Ellen.
Burton, Mary Ann.
*Holloway, Anne.
Jamieson, Louisa.
Little, Georgina.
Martin, Ellen M.
Nicholson, Martha.
Nightingale, Mary L.
**Sargent, Mary Anne.
Sibley, Harriette T.
**Stinson, Alice.
White, Elizabeth.
Windus, Elizabeth C.

THIRD CLASS.

Dowley, Jane.
*Dyson, Susannah.
Edge, Eliza.
Hardy, Frances.
Langford, Emma A.
Lister, Ellen.
*Sudlow, Elizabeth.
*White, Alice.
Whyatt, Emily.
Wilton, Elizabeth C.
Yolland, Annie.

SCHEDULE.

Binns, Martha.
Vass, Joan.

Whitelands.

(National Society's.)

Students of the Second Year.

FIRST CLASS.

*Baker, Sarah M.
**Blanks, Elizabeth.
Collins, Celia.
*Ensor, Helen.
*Fletcher, Eliza.
*Fowler, Elizabeth.
*Hidey, Lavinia.
*Holt, Sarah A.
*Hull, Sarah.
**Jones, Mary (D.)
*Mears, Julietta P.
Murrells, Elizabeth Ann.
*Pendred, Mary Ann.
Probatt, Emily H.
**Simpson, Mary Ann.
*Smith, Catherine R.
*Smith, Martha.
**Walker, Emily.
*Wolstenholme, Ellen.

SECOND CLASS.

*Bax, Sarah Anne.
*Blunden, Lucy.
Brown, Charlotte.
*Brown, Mary Ann.
Bucktin, Sarah.
*Cowburn, Margaret A.
Crowe, Emily.
Darnton, Margaret.
Dewsbury, Kate.
Dickenson, Mary Ann.
*Fisher, Elizabeth.
*Freeman, Emma.
*Grayson, Emma.
Griffiths, Mary.
*Grover, Annie E.
*Haddon, Elizabeth.
*Hall, Emily.
Hare, Caroline.
**Jones, Elizabeth.
Kilpatrick, Mary Ann.
*Richardson, Elizabeth.
*Spalding, Elizabeth J.
*Street, Sophia.
Theobald, Helen.
**Walker, Annie Maria.
*Whiting, Charlotte.
*Whittington, Maria.

THIRD CLASS.

Hann, Jane Eliza.
Kelham, Anne.
Llewhellin, Mary A.
Tait, Isabella.
*Thurkle, Frances.
*Warburton, Sarah Ann.

Students of the First Year

FIRST CLASS.

*Allbut, Margaret J.
*Barnes, Elizabeth.
Beaney, Sarah.
Bromley, Ellen E.
Brooks, Elizabeth C.
**Brumby, Mary D.
Burrows, Martha S.M.
*Butcher, Catherine.
Davies, Sarah Fanny.
*Fedarb, Ellen S.
Foulds, Mary A.
*Goodchild, Elizabeth S.
*Harrold, Mary.
*Hewett, Jane.
*Hibberd, Sarah A.
*Horton, Eliza.
*Johnson, Sarah L.
*Kay, Mary Anne.
Loveday, Emma.
*Loveless, Louisa.
*Mitchell, Mary A.
Moses, Emily J.
**Pearman, Annie.
Perkins, Emma.
Rew, Mary Jane.
*Saul, Elizabeth.
Shaw, Mary Ann.
Simpson, Charlotte E.
Smale, Anne.
Smith, Elizabeth.

*Spetch, Lucy A.
*Stephenson, Elizabeth.
*Stevens, Elizabeth.
**Stubbs, Amelia J. B.
Thornton, Fanny.
*Todd, Hannah.
*Walter, Elizabeth.
*Warren, Elizabeth.
*Webber, Annie.
Yardley, Hannah S.

SECOND CLASS.

Dadley, Kezia.
Elger, Kate.
Fox, Emily S.
Freeman, Sarah.
Houlding, Marian.
*Ironside, Jane A.
*Kennett, Ann P.
Metcalf, Elizabeth.
Mizen, Mary A. W.
*Morris, Catherine.
Morris, Elizabeth A.
Owen, Miriam.
Parkinson, Emma.
Parritt, Sarah.
Robinson, Catherine.

York and Ripon.

(Diocesan.)

Students of the Second Year.

FIRST CLASS.

*Batty Eliza.
**Boyes, Mary Maria T.
**Brook, Jane.
Fairburn, Harriette.
*Hoyland, Elizabeth.
**Lawton, Mary.
**Womersley, Eliza (D.)

SECOND CLASS.

Baildon, Charlotte.
Farrar, Martha Anne.
Hobson, Ellen.
Hutchinson, Mary P.
Stawman, Sarah.

THIRD CLASS.

Lucas, Louisa.
Woodhouse, Mary Anne.

Students of the First Year.

FIRST CLASS.

Farrah, Hannah.
Hammond, Elizabeth.
Hodgkinson, Cassandra.
Mawson, Elizabeth.

SECOND CLASS.

Cooper, Mary.
Firth, Annie.
Fox, Helen.
Greathead, Naomi.
Jenkinson, Mary Anne.
*Nicholson, Maria.
Thomas, Annie.
Ward, Harriet A.

THIRD CLASS.

Smith, Eliza.
Thomson, Elizabeth.
Townsend, Elizabeth A.

SCHEDULE.

Scott, Isabel.

SUMMARY

OF

RESULTS of EXAMINATION of Students in Training Colleges.

MALES.

NAME OF COLLEGE.	First Year.					Second Year.				Third Year.			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure	1st Class	2nd Class	3rd Class	Failure
Bangor (Brit. and For. Sc. Soc.)		7	10	1	2								
Battersea (National Society's)..	12	28	3			17	28	3				1	
Borough Road (B. & F. Sc. Soc.)	6	35	11			5	7	5					
Carmarthen (National Society's)		6	14	1	3	1	3	10					
Carnarvon (National Society's)..		4	13	3	1	2	6	2	1				
Chelsea, St Mark's (Nat. Soc.)	3	29	21			18	17	9	2		3		1
Cheltenham (Church of England)	3	36	14			12	22	10					
Chester (Church of England)...		15	11	2	1	1	16	4	1				2
Chichester (Church of England)		4	8	2			4	4	3				
Culham (Church of England) ..	1	9	12	2	4	3	11	17	8				
Durham (Church of England)..	3	12	10	1		2	14	6					
Edinburgh (Episcopal Church)..		1	3	1	1	1	4	3					
Edinburgh (Church of Scotland)	10	33	13	3	3	6	15	6					
Edinburgh (Free Church)	7	31	13	1	1	11	21	12	2				
Exeter (Church of England) ...		10	5		1		8	8	1				
Glasgow (Church of Scotland)..	3	24	17		2	4	17	5	1				
Glasgow (Free Church).....	3	18	19	1	8	3	16	13	5				
Hammersmith (Roman Catholic)			7		1	1	5	13	2				
Highbury (Church of England).	6	35	15		1	7	10	5					
Peterborough (Church of Eng.)		12	7	1	1		9	9	3				
Saltley (Worcester Diocesan)...		12	28	1	3	2	10	21	1				
Westminster (Wesleyan)	4	28	10		1	11	10	5					
Winchester (Diocesan)	1	4	4	1		1	5	2	3				
York and Ripon (Diocesan) ..	4	15	16	2	2	6	17	12	2				
	66	418	284	23	36	114	275	184	35		3	1	3

FEMALES.

NAME OF COLLEGE	First Year					Second Year			
	1st Class	2nd Class	3rd Class	Schedule	Failure	1st Class	2nd Class	3rd Class	Failure
Bishop's Stortford (Rochester Diocesan)	7	15	1			5	15	11	
Brighton (Chichester Diocesan)	4	13	10	1		1	5	12	
Bristol, Gloucester, and Oxford (Diocesan)	14	18	5	1		11	16	11	
Cheltenham (Church of England)	15	18	6			6	8	6	
Derby (Lichfield Diocesan)	8	14	2			5	9	3	
Durham (Church of England)	11	11	4	1		6	3	2	
Edinburgh (Church of Scotland)	16	16	19	3	5	9	13	6	1
Edinburgh (Free Church)	19	22	12	3	1	8	15	5	
Glasgow (Church of Scotland)	10	13	7	2	1	7	7	5	
Glasgow (Free Church)	9	11	14	1	4	5	15	1	
Home and Colonial (Church of England)	38	20				20	23	5	
St. Leonard's on Sea (Roman Catholic)	4	10	1				6	6	1
Liverpool (Roman Catholic)	22	12	2			11	8	7	
Norwich (Diocesan)	12	10				3	13	3	
Salisbury (Diocesan)	12	21	3	1		6	14	9	
Stockwell (British and Foreign School Society's)	26	27	15		4				
Truro (Exeter Diocesan)	4	11	5		2		1	4	
Warrington (Chester Diocesan)	23	25	6			10	17	16	
Westminster (Wesleyan)	5	11	11	2	3	5	5	4	
Whitelands (National Society's)	40	15				19	27	6	
York and Ripon (Diocesan)	4	8	3	1		7	5	2	
	303	321	120	16	20	144	225	125	2

III. TEACHERS IN CHARGE OF SCHOOLS.

CHURCH OF ENGLAND.

MALES.

Masters, above 35 years of age, who have passed in the Papers of the 1st Year.

THIRD CLASS.

Jones, John (W.)	Cwmfelinboeth N.S.
Lambert, John	Brandon N.S.
Sparkes, Thomas	Brill (Bucks) N.S.
Taylor, John B.E.	Clifford (Hereford) Endowed S.

Masters under 35 years of age.

FIRST CLASS.

Ford, Edward A. (D.)	Home and Colonial Practising S.

SECOND CLASS.

Cridland, Thomas (D.)	Truro, Fairmantle Street N.S.
Good, William Chapel	Bishop Middleham Ch. of Eng. S.
**Gooding, Charles	Deptford, St. John's N.S.
**Whichelow, James S.	Hammersmith, St. Paul's N.S.

THIRD CLASS.

Bedford, Thomas	South Cave Cross S.
Brookes, William	Accrington, St. James' S.
**Brown, William	Manchester, All Soul's N.S.
Burgess, William	Rotherfield N.S.
Byles, Daniel	Bruton N.S.
Carden, Edward	Northiam N.S.
Chetwynd, John	Hanbury (Staffs.) Ch. of Eng. S.
Faragher, William	Douglas (Isle of Man), St. John's Par. S.
Gillbee, Alfred John	Whitechapel, St. Jude's N.S.
Green, Richard	Ixworth N.S.
**Hall, William Edwin	Clifton (Biggleswade) All Saints N.S.

Hestor, William	St. Giles in the Fields N.S.
**Higham, Robert Henry	Rhydberth N.S.
Jarrett, John	Kingstone and Thruxton S.
Jones, Edward Owen (W.)	Aberavon N S.
Jones, Thomas L	Worthen N.S.
**Kiddle, Joseph John	Lampeter Velfrey N.S.
Lee, John	Fakenham, Boys' N.S.
**Lewis, Edward	Puncheston District N.S.
**Lovell, Alphœus	Bethnal Green, St. Matthew's N.S.
Lucas, John	Oswaldtwistle, Busk. S.
**Mellor, Samuel	Slaithwaite Free S.
Oldham, John	Rochdale, St. Clement's N.S.
Penn, John	Clifton (Cumberland) N.S.
Pile, George	Charlton in Dover N.S.
**Robinson, James	Hulme, St. Philip's N.S.
**Smith, John	Liverpool, St. Saviour's N.S.
**Smith, John	Burton Latimer Endowed S.
Snell, William	Long Melford N.S.
Sutcliffe, George	Edenfield N.S.

Masters (previously certificated) who have passed in the Papers of the 2nd Year.

THIRD CLASS.

**Box, James Albert	Nether Wastdale N.S.

FEMALES.

Mistresses, above 35 years of age, who have passed in the Papers of the First Year.

THIRD CLASS.

Porter, Elizabeth	Towcester N.S.
Smith, Anne	Farnworth, St. John's N.S.

Mistresses under 35 Years of age.

THIRD CLASS.

Barker, Sarah Jane	Wootton Bassett N.S.
Cooper, Sarah Elizabeth	Wolstanton N.S.
Dudley, Mary Ann	Northam (Southampton) Inf. S.
Fulton, Margaret	Halliwell, St. Paul's N.S.
Harding, Susan Jane	Westerleigh S.
Henwood, Amelia	Lamborne, Woodlands, Ch. of Eng. S.
Jackson, Sarah	Manchester, St. John's N.S.
Johnson, Anne Mahalah	Reach Ch. of Eng. S.
Johnson, Eliza	Coventry, St. Michael's Inf. S.
Kelsey, Eliza	Marylebone, Trinity N.S.
Lees, Ellen	St. Giles in the Fields N.S.
McGarry, Eliza Jane	Ventnor N.S.
M'Kenzie, Mary Ann	Chiswick Infant S.
Marshall, Jane	Wheatley N.S.
Maynard, Susan	Speldhurst N.S.
Miller, Eleanor	Bottisham Mixed N.S.
Moseley, Mary Drake	Charterhouse, St. Thomas' N.S.
Owen, Anne	Eccleshall N S.
Ponting, Mary Anne	Yarmouth (Isle of Wight) N.S.
Poole, Clara	Bramley (Hants) Par. S.
Weedall, Harriet	Witton (Northwich) N.S.
Wilcocks, Margaret	Callompton N.S.
**Williams, Mary Jane	Hartlepool (West) N.S.

CHURCH OF SCOTLAND.

MALES.

Masters, above 35 Years of age, who have passed in the Papers of the 1st Year.

SECOND CLASS

Wilson, Robert	Deer Par. S.

THIRD CLASS.

Cowan, Donald	Weem Parish S.
McDonald, Donald	Altos Side S.

Masters under 35 years of age.

SECOND CLASS.

Lawrence, John	Blairingone Subn. S.
Macfarlane, William	Leslie (Aberdeen) Parl. S.
Shand, John	Ordiquhill Par. S.
Stewart, Donald	Botriphnie Par. S.
Stewart, John	Grantown Grammar S.
Strang, James	Ardeer Iron Works S.
Tait, James	Heiton Side Parl. S.

THIRD CLASS.

Anderson, James R.	Oyne Parl. S.
Brown, James	Kingscavil Est. Ch. S.
Goudie, James	Irvine Public and Indl. S.
McLetchie, John	Kerse S.
Philip, James	Balcurvie S.
Walker, Robert	New Byth S.
**Watson, Alexander	Glasgow, St. Enoch's Sess. S.
Webster, James	Tornaveen Parl. S.

FEMALES.

Mistresses, above 35 years of age, who have passed in the Papers of the First Year.

THIRD CLASS.

Robertson, Mary Ann	South Leith Parl. S.

Mistresses under 35 Years of age.

SECOND CLASS.

Fellowes, Louisa Susanna	Edinburgh, Greenside Inft. S.

THIRD CLASS.

Lind, Jane	Broxburn Female S.
Morrison, Jessie	Balkello, Female S.
Ritchie, Martha	Colmonell Female and Inft. S.
Watson, Margaret	Portsoy Female Indl. S.

BRITISH AND WESLEYAN.

MALES.

Masters, above 35 years of age, who have passed in the Papers of the First Year.

THIRD CLASS.

Clifford, Jesse	Charlbury B.S.
Stow, Richard Charles	Bath, Walcot Wes. S.

Masters under 35 Years of age.

FIRST CLASS.

Hall, George G. (D.)	Boro' Road Model S., (Assistant Teacher.)

SECOND CLASS.

Emanuel, George Joseph	Spitalfields, Bell Lane Jews' Free
**Turvey, James	Salford, Gravel Lane Wes. S.

THIRD CLASS.

Abrahams, Louis B	Spitalfields, Bell Lane Jews' Free
Boggis, Henry	Howsham B S.
**Davies, Evan (W.)	Llanbrynmair B S.
**Durley, Henry	Ottringham Wes. S.

FEMALES.

Mistresses under 35 Years of age.

SECOND CLASS.

Davies, Hannah	Dowlais Girls' S.

THIRD CLASS.

Healey, Mary A.	Liverpool, Hope Street B.S.
McDonald, Margaret	Haslingden Wes. S.
Stevens, Mary	Hayle Copper House Wes. Inft. S.
Wilcock, Susanna	Chorley Wes. Inft. S.

ROMAN CATHOLIC.

MALES.

Masters, above 35 Years of age, who have passed in the Papers of the First Year.

SECOND CLASS

Boyne, James	Chapeltown (Glenlivat) R.C.S.

Masters under 35 Years of age.

THIRD CLASS.

Baker, Thomas	Coventry, St. Osburg's R.C.S.
Fulker, Edward W.	Arundel, St. Philip's R.C.S.
McCarthy William	Clitheroe, R.C.S.

FEMALES.

Mistresses under 35 years of age.

FIRST CLASS.

**Callender, Anne	Preston, St. Augustine's R.C.S.
Tarleton, Anne	Liverpool R. C. Training S.

SECOND CLASS.

**Austin, Mary F.	Salford, St. John's R.C.S.
Curtis, Leonora	Brighton, St. Mary's R.C. Inft. S.
Russell, Louise	Birkenhead, St. Werburgh's R.C.S.
**Stokes, Margaret	Birkenhead, St. Werburgh's Inft. S.
Thompson, Alice	Liverpool, St. Antony's R.C.S.

THIRD CLASS.

Cruickshank, Henrietta	Chapeltown (Glenlivat) R.C.S.
Doyle, Mary Jane	Loughborough R.C.S.
Murphy, Adeline	Wolverhampton, St. Patrick's & St. George's R.C.S.
Naughton, Anna Maria	Preston, St. Augustine's R.C.S.
O'Dwyer, Alice	Wakefield, St. Austin's R.C.S.
Thompson, Anne	Liverpool, St. Antony's R.C.S.

SCOTCH FREE CHURCH.

MALES.

Masters, under 35 Years of age, who have passed in the Papers of the First Year.

SECOND CLASS.

**Shand, Robert	Perth, Stewart's Free Trades' S.
**Wemyss, John	Edinburgh, F.C. Normal S.

THIRD CLASS.

Hill, James E.	St. Clairtown and Parkhead Subn. S.

Masters (previously certificated) who have passed in the Papers of the Second Year.

THIRD CLASS.

Waddington, Isaac	Glasgow Free Ch. Training Coll. (Former Student).

FEMALES.

Mistresses under 35 Years of age.

SECOND CLASS.

Mathers, Jane	Montrose, Castle Street Mission S.

RESULTS OF EXAMINATION OF CANDIDATES FOR DRAWING CERTIFICATES, IN NOVEMBER, 1861.

I. Candidates who hold Certificates of Merit.

CERTIFICATES.

Ames, Frampton J.	Croydall N.S.
Carlyon, John I.	Battersea, Sir Walter St. John's S.
Daniels, Alfred	East Church N.S.
Elliott, Joseph	Chichester Training Coll.
Hockin, Rosa	Brighton Practising S.
Lewis, Robert	South Queen's Ferry Burgh S.
Liddall, William	Poplar, Woolmore Street Free S.
Philip, James	Edinburgh Free Ch. Training Coll. (Student).
Roberts, John	Gaerwen B.S.
Skinner, William	Winchester, St. Michael's N.S.
Somers, Robert	Collessie, Par. S.
Turpin, Newman W.	Culham Training Coll. (Student).

PRIZES.

(a.)—Students in Training Colleges.

Arthur, Annie	St. Leonards-on Sea.
Banting, George H.	Winchester.
Brownfoot, John	York.
Dewhurst, John	Culham.
Hill, James	Hammersmith (R.C.)
Halbert, John	Borough Road.
Maslen, William Geo.	Culham.
Mayoh, Moses	Chester.
Pearson, Benjamin	Culham.
Philip, James	Edinburgh Free Ch.
Stevenett, Richard	Peterborough.
Taylor, James B.	Chichester.
Udall, John	Peterborough.
Whitaker, William E.	Culham.
Williams, William J.	Borough Road.

(b.)—Teachers in Charge of Schools.

Fewings, John A.	Faringdon (Berks) B.S.

II. Candidates who do not hold Certificates of Merit.

CERTIFICATES.

Drake, Isabel H.	Liverpool (R.C.) Practising S.
Lucas, Kate E.	Liverpool (R.C.) Training Coll.

PRIZES.

(a.)—Students.

Act, Edmund G. T.	Cheltenham.
Buck, Mary	Home and Colonial.
Carter, Abraham	Exeter.
Clemments, Charles	Culham.
Evans, David	Culham.
Gilchrist, Andrew	Edinburgh Free Ch.
Hopkins, Henry	Saltley.
Jarman, Walter	Chester.
Jenkins, Isaac	Bangor.
Jones, William	Carnarvon.
Mapp, George	Saltley.
Moulding, Charles	Culham.
Newton, Richard	Carnarvon.
Nisbet, Charles	Edinburgh Free Ch.
Price, Joseph S.	Chester.
Richards, Hugh	Carnarvon.
Ross, David	Glasgow Free Ch.
Salmon, William	Culham.
Thomas, Thomas	Carmarthen.
Wilcock, Frederick	Culham.

(b.)—Teachers.

Grant, Sarah Anne	Home and Colonial.

December, 1862.

Syllabus for Male Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 8th of December, 1862.

Syllabus of Subjects in which Students in training, and other Candidates for Certificates of Proficiency as Teachers in Elementary Schools are examined.

FIRST YEAR.

The Holy Scriptures.

1. The History, Chronology, and Geography of the Bible.
2. More particularly (*December* 1862) the text of St. Matthew's Gospel.

*The Catechism and Liturgy.**

1. The text.
2. The scriptural authorities.

* The examination in the Liturgy is to be limited to the Morning and Evening Services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

Church History.

The outlines of the History of the Reformation in Great Britain, and of Church History in the fifteenth and early part of the sixteenth centuries.

Reading.

To read with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *Mr. Warren's "Select Extracts from Blackstone's Commentaries,"*† from Sir J. Herschel's *"Discourse on Natural Philosophy,"* or a passage from *The Spectator.*

Penmanship.‡

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand.
2. A passage in small hand.

Arithmetic.

1. To prove the usual rules from first principles.

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† In Scotland the four Appendices to Hume's History of England which follow Chapters III., XI., XLIV., XLIX. respectively, if preferred as an alternative.

‡ Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine copper-plate engraving.

2. To compute with precision and accuracy.
3. To make (with a knowledge of the principles) simple calculations in Mensuration.§

*School Management.**

1. To answer, in writing, questions on the expedients to be used for the purposes of instruction in reading, spelling, writing, and other elementary subjects.
2. To draw up time tables for use in a school under given circumstances.

English Grammar.†

1. Its principles.
2. To parse (*December*, 1862) a passage from the Chapters on "*The King's Prerogative*,"

§ The examples are taken from a "Builder's Price Book."

* Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

† All the answers made by the students on whatever subject (not confined to mere figures) will be examined as evidence not only of their knowledge of the particular subject, but also with a view to determining the marks to be allowed to them for grammar and composition. The power of writing plain and clear sentences, with correct syntax, orthography, and punctuation, is the immediate object of grammar.

The greater part of the questions proposed on grammar will be founded on words or sentences taken from the work specified. It should be carefully read through, therefore, in short portions, as so many *exercises in language, in illustration of the English Grammar used in the College*, just as the Greek or Latin classics are read in public schools.

in Warren's Extracts from Blackstone,‡ *or* from Sir J. Herschel's "*Discourse on Natural Philosophy.*" *December*, 1862, Part II., Chapter III.

3. To paraphrase the same passage.

Geography.

1. To be able to describe § and draw ‖ the map of the four quarters of the globe, and the map of each country in Europe.

2. To answer general questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1862, *Asia.*

History.

The outlines of the History of England (to be known thoroughly).

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

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‡ In Scotland, one of the Appendices from Hume's History of England may be taken, if preferred, in lieu of this work. In December 1862, the appendix following Chap. III. The paper will contain *three* passages, viz.: one from Blackstone, Herschel, and Hume, respectively. Candidates must confine themselves to *one* of these passages. The subject-matter of the chapter selected, as well as the grammatical analysis, should be mastered, with a view to questions that may occur in other papers.

§ The word "describe" is meant to be confined to *words* written, as distinguished from *drawing.*

‖ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

Euclid.

The first four books.

Algebra.¶

As far as quadratic equations (inclusive); with problems.

Drawing.

[N.B.—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training colleges* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises will be marked in precisely the same manner as heretofore, and the marks will be kept on record until after the next December examination, and will then be carried to each candidate's total, for a certificate].

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February, 1857:—

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.

¶ *Instead of* (but not in addition to) this subject, students may be examined in Latin as far as the end of page 84 of Yonge's "Eton Grammar" (E. P. Williams, Eton). This Grammar is mentioned only for the sake of defining the extent of knowledge required, viz., accidence, concord, genders of nouns, perfect tenses and supines of verbs. The paper will be confined to grammatical questions and to exercises within the limit prescribed.

Vocal Music.††

Second Year.

The Holy Scriptures.

1. The Acts of the Apostles.
2. The Epistles to the Galatians and Ephesians (*December* 1862).

Church History.

In England, *The Book of Common Prayer: its history, language, and contents.*
In Scotland, *The History of the Church to the Council of Chalcedon.*

Reading.

To read with a distinct utterance, with due attention to punctuation, and with a just expression, a passage from Milton's "Paradise Lost," or from Shakespeare, *and* a passage from the Spectator.

Penmanship.

(As in First Year).

Arithmetic.

(As in First Year.)

†† This *paper* will not be given to any candidate who does not produce a certificate, signed by the principal of the training school *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

*School Management.**

1. To teach a class in the presence of the Inspector.

2. To answer questions in writing on the following subjects:—

   a. The different methods of organizing an elementary school.

   b. The form of, the mode of keeping, and of making Returns from, School Registers.

3. Questions of moral discipline.

English Grammar and Composition.

1. To paraphrase (*December*, 1862) a passage from *Milton's "Paradise Lost,"* (*Book IV.*), *or from Shakespeare's "King John."* ¶

2. To analyze the same passage (according to Mr. Morell's work).‡

3. To answer questions on the style and subject-matter of the work, or part of work, named.

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* Passages taken from the Reading Lesson-books commonly used in schools will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

¶ A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ "The Analysis of Sentences explained and simplified." Longman, London.

Geography.

1. Physical.
2. Political. } of the British Empire.
3. Commercial.
4. Elementary propositions in Geography, which depend upon Astronomy for explanation.††

History.

A paper of questions will be given such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c). The paper will be divided into five sections, each section containing not less than five questions. The sections will reach (1) to the battle of Hastings, (2) battle of Bosworth, (3) death of Charles the First, (4) death of Queen Anne, (5) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to deepen and quicken *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

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†† This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals upon the same subject, and most of the Text Books on Geography contain a chapter which may be made to convey the necessary information in the hands of a good lecturer.

Drawing.§

(As in First Year).

1. Free hand drawing from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

Vocal Music. ‖

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§ Candidates may not work again exercises for which they have already been registered by the Department of Science and Art *since 24th February*, 1857, but must confine themselves to the other exercises.

‖ This *paper* will not be given to any candidate who does not produce a certificate signed by the principal, *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Alternative subjects† of the second year, *in one only* of which students will be examined.

Physical Science.*	Mechanics.‖	Mathematics.‖	English Literature.	Latin.
1. General properties of matter. 2. Inorganic Chemistry, with the rudiments of heat, light, electricity, and galvanism. 3. To explain the construction and use of common instruments, such as an air-pump, a thermometer, a barometer, a microscope (simple and compound), a telescope, an electrifying machine, a galvanic battery.‡	1. The mechanical powers, and the most common modes of applying them (to produce equilibrium). 2. Accelerated motion of gravity, pendulums, centrifugal force. 3. To answer questions on simple mechanism (contrivances for modifying motion) occurring in machines which are in common use for domestic, agricultural, or manufacturing purposes.‡	1. The sixth Book of Euclid, with problems in the first four books. 2. The subjects which follow quadratic equations in Lund's edition of Wood's Algebra. 3. Trigonometry. Solution of Triangles. Use of the Tables. Use of levelling and surveying instruments. Practical Problems of Trigonometry and Surveying.	The History of English Literature from Chaucer to Milton, inclusive, with (in 1862) *Bacon's Essays*, and three plays of Shakespeare, viz., *Hamlet*, *Macbeth*, and second part of *Henry IV*. This exercise will be an extension of that headed "English Grammar and Composition," being similar to it in character, but with more especial reference to style and subject matter.	1. To the end of Yonge's Eton Grammar (supra). 2. An easy passage of Latin prose, and another of Latin poetry, will be given for literal translation into English, and simple grammatical questions will be founded thereon. SUBJECTS. *Cæsar de Bello Gallico.* For 1862, Book I. *Virgil.* For 1862, *Æn.* I. *No* marks will be given for *translation* in cases where a fair proportion of the *grammatical questions* are not thoroughly answered.

Third Year.

Queen's Scholarships are not renewable beyond the second year. But the Principals of Training Schools who choose to retain Students who have passed the second year's examination, may obtain at the end of the third year the same allowances for their examination as at the end of the second, on the following conditions:—

1. At the end of the third year they must again take Second Year's papers, and must obtain *excellent* for at least one paper, and not less than *good* in at least three others; of which four Papers that on *School Management* must always be one. No Special Papers will be printed for the Third Year.

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† These subjects not being indispensable in obtaining a Certificate, *no* marks will be given for papers which fall below the standard of *fair*.

* No training school will be allowed to present candidates for examination in this subject if the Inspector reports that the institution is without sufficient apparatus to give experimental instruction. The following works are named as indicative of the subjects to which the examination will be limited, but not as the only works in which the same subjects may be studied for the purpose; viz., Dr. Wilson's Treatise on Chemistry, and the Elements of Natural Philosophy by Dr. Golding Bird and C. Brooke. (Churchill.)

‖ Candidates who have taken Latin in the first year, must *not* take Mechanics or Mathematics as their *alternative* subject (if any) of the second year.

‡ If large diagrams, showing the internal structure of each machine or instrument, and lettered to correspond with the paragraphs of a succinct explanation at the foot, were hung on the walls of rooms frequented by the students, such knowledge would be imperceptibly acquired and perfected. The diagrams might be produced, or multiplied, by the students themselves.

2. They must perform the oral exercises of *reading*, and of *teaching a class* before the Inspector, in the same manner as Students of the Second Year.

3. Subject to these conditions, they may omit particular subjects of the Second Year at their discretion.

SCALE OF MARKS.

(*Minutes* 1856-7, *p.* 7.)

"Among the subjects of Examination are some, a knowledge of which the Committee of Council consider so essential to the due discharge of the duties of a Schoolmaster, that a failure in any one of them is held to be sufficient to deprive the Candidate of all claim to a place in the Class List, however superior his other Papers may be. These subjects are specially distinguished by an asterisk.

"The Paper on School Management might, perhaps, be thought to deserve a higher number of Marks than any other. This would be true if the subject of that Paper did not enter largely into all the others. A large proportion of the Marks depends on the degree in which the Candidate shows himself by his answers to be capable of applying each subject to the purposes of Elementary Instruction.

"Proficiency in a few subjects is valued more highly than mediocrity in many. Their Lordships are obliged to admit many subjects into the Programme in order to leave the course of study as free as possible. But in no case do two papers marked "Moderate" receive as many Marks as would have been given to one of them marked "Good."

December, 1862.

Syllabus for Female Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 8th of December 1862.

Syllabus of Subjects in which Female Students in training, and other Candidates for Certificates of Proficiency as Teachers in Elementary Schools, are examined. Those subjects to which a date (1862) is added are liable to vary from year to year. *A revised syllabus will be issued before the beginning of each year.*

First Year.

Religious Knowledge.

1. One portion of the Pentateuch. *Deuteronomy* for 1862.
2. Outlines of Old Testament history, and the chief types and prophecies referring to our Lord.
3. One Gospel:—*St. John* for 1862.
4. The Acts of the Apostles to the end of chap. xiv.

Second Year.

1. The Book of Isaiah from the beginning of chap. xl. for 1862.
2. The Gospel appointed for the first year.
3. The Acts of the Apostles.

4. The Epistle to the Philippians, and the Epistle of St. James (1862).

First Year.

Catechism, Liturgy, and Church History.*

1. The Catechism, with Scriptural illustrations. The answers to be prepared in the form of lessons to girls between 10 and 13 years old.
2. The order and contents of the Daily Service.
3. First 12 Articles, with Scriptural proofs and illustrations.

Second Year.

1. The Catechism, as in the first year.
2. The history and contents of the Prayer-book.
3. The Articles, with Scriptural proofs and illustrations.
4. The chief events in the history of the Church of England.

Penmanship.

To write a specimen of the penmanship used in setting copies.

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* For the Presbyterian colleges of Scotland, the questions will be confined to the Shorter Catechism and to the ecclesiastical history of that part of the United Kingdom. This and the preceding subject (Religious Knowledge) do not enter into the examination of British and Foreign, Wesleyan, or Roman Catholic Colleges.

1. A line of large text hand.
2. A passage in small hand.

Note.—This exercise will be marked with reference to the penmanship in general, as well as to the two exercises here specified. Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

First Year.

English Language, Grammar, and Literature.

1. The classification and inflection of words. A knowledge of Latin or Greek roots is *not* required.
2. Analysis of simple sentences.
3. Syntactical parsing.
4. A paraphrase.

The examples for these exercises will be taken, in 1862, from the *fifth* book of *Cowper's Task*, or from *Goldsmith's Traveller and Deserted Village* (*together*). Either author, not both, may be selected by candidates.

Second Year.

1. The classification and inflection of words. A knowledge of Greek and Latin roots is *not* required.

2. Analysis of complex sentences.
3. Syntactical parsing.
4. A paraphrase.

The examples for these exercises will be taken, in 1862, from the *first* book of *Paradise Lost* and from the *first* book of *Wordsworth's Excursion.* Either author, not both, may be selected by candidates.

Reading. To *repeat from memory* with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *the work selected for the exercise in Grammar,* and to *read* a portion of some *prose* writer. The candidate may name for the exercise in repetition any 100 continuous lines, or any number of separate passages amounting together to 100 lines, and the inspector will select a passage out of the 100 lines named.

First Year.

School Management. 1. The methods and principles of teaching all elementary subjects.
2. *Notes of Lessons.*

Second Year.

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:
   a. The different methods of organizing an elementary school.

b. The form of, the mode of keeping, and of making Returns from School Registers.

3. Questions of moral discipline.

Note.—Only a per centage of the marks to which this paper, as a written exercise, would be entitled, will be given in the case of those students who do not present a certificate signed by the mistress of the Practising School or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the college, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

English History.*

FIRST YEAR.

1. Elementary facts and general outline.

SECOND YEAR.

1. From the Accession of James I. of England to that of Charles II.

Geography.

FIRST YEAR.

1. The Physical and Political Geography of Great Britain and Ireland.
2. Europe in general.
3. Map drawing, confined to these subjects.

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* The papers will contain questions on the contemporary history of Scotland.

Second Year.

1. The British Empire and its dependencies.
2. The Map of the World; one quarter of the Globe in greater detail. For 1862, *Africa.*
3. Map drawing, confined to the portions of the world named in sections 1, and 2.
4. Physical Geography, within the same limits.

First Year.

Domestic Economy.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

Second Year.

1. Duties of Servants.
2. Household Expenses of labouring man with family.
3. Savings' Bank,—the nature of interest,—why high interest denotes insecurity of investment.
4. Practical rules (personal and domestic) for the preservation of health.

One paper will be set for both years. The division is made in order to encourage *the systematic and progressive instruction of those students who are in training for two years.*

Note.—Only a per centage of the number of marks to which this paper, as a written exercise, would be entitled, will be given in the case of those students

(of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Sewing and Cutting out.

The exercises in needlework will be the same for both years, and will include cutting out.

FIRST YEAR.

Arithmetic.

Practice and Bills of Parcels.
Proportion, Simple and Compound.
Vulgar Fractions.
Decimal Fractions.
Simple Interest.

SECOND YEAR.

Same paper as for first year, with the addition of book-keeping.

FIRST YEAR.

Drawing.

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.

Second Year.*

1. Drawing free hand from flat examples.
2. Linear Geometry by aid of instruments.
3. Linear Perspective.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *training colleges* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises will be marked in precisely the same manner as heretofore, and the marks will be kept on record until after the next December examination, and will then be carried to each candidate's total, for a certificate.]

Vocal Music.

No *paper* will be given to any candidate who fails to produce a certificate, signed by the principal, that she "*has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing.* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

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* Candidates may not work again exercises for which they have already been registered as successful by the Department of Science and Art *since 24th February* 1857, but must confine themselves to the other exercises.

Papers given to Candidates in the Examination for Science Certificates, held at South Kensington, November 1861.

Except when otherwise specified, three hours were allowed for each paper.

Each candidate was also separately examined *vivâ voce*.

Directions given out with the Papers in Subject I.

Write your name legibly on the top left-hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sec. VII. Ques. 2.

You are not permitted to attempt more than one question in each section.

It is not necessary that you should have answered a question in each section to obtain a certificate; the Examiner will take into consideration, according to the questions you answer, what might fairly have been done in the time allowed; therefore do not attempt, by bad drawing, to hurry on the question. The number of sections is given solely to afford you a greater choice of subjects.

SUBJECT I.—GEOMETRICAL DRAWING.

Subdivision I.—Practical, Plane, and Descriptive Geometry.
Examiner, Professor T. Bradley.

PLANE GEOMETRY.

Three hours allowed for sections 1, 2, 3, and 4, and three hours for sections 5 and 6, together with the paper on Perspective Projection.

The constructions must be accurate, neatly drawn in ink, with the lines of construction dotted; the principle on which the solutions are based to be clearly shown in the drawing, no written explanations are admissible and no calculations to be employed.

No credit will be given for any solution not strictly complying with the conditions of the question.

Section I.

1. Construct a right line polygon GAB....F, of seven sides from the following conditions.

Side AB = 1·5 inches.	Angle GAB = 120°	Write down the length of FG, GA, and the angles EFG, FGA.
„ BC = 1·8 „	„ ABC = 130°	
„ CD = 2·1 „	„ BCD = 140°	
„ DE = 2·4 „	„ CDE = 130°	
„ EF = 2·28 „	„ DEF = 120°	
„ FG to be made equal to GA.		

2. Reduce this figure to a triangle having its vertex in the angle E, and its base in GA produced each way.
3. Divide the original polygon into ten equal areas, by lines drawn through the angle E.

Section II.

1. Make a figure *similar* to the above polygon, having its side ag = 1·5 inches.
2. Construct a square equal in area to this reduced figure.
3. Construct an equilateral triangle equal to it.

Section III.

1. Construct a regular pentagon equal to a regular hexagon of 1·5 inches side.
2. Construct a pentagon of double the area of the same hexagon.
3. Construct a square of one third the same area.

Section IV.

1. A triangle has its sides 1·5; 2; 2·3 inches make an equilateral triangle, and a square each equal to it in area.
2. Make a triangle similar to the first, but having its area to that as 2·5 : 2.
3. Make a triangle also similar to that of No. 1, but equal in area to the sum of those of 1 and 2.

Section V.

1. Describe a circle of 2·5 inches radius; divide it into twelve equal sectors, draw the spiral which commencing at the extremity of one radius cuts all the others at equal angles of 75°.
2. Draw the involute of one quadrant of the same circle.
3. Draw the epicycloid generated by a circle of 1·25 inches radius rolling round the first.

Section VI.

1. A line 3 inches long is supposed to move with its two extremities always in two lines at right angles: draw the curve traced by its middle point,
2. Draw the curve traced by a point at $\frac{1}{3}$ of its length from either end.
3. Draw the curve traced by a point in the line produced to $\frac{4}{3}$ its original length.

SOLID GEOMETRY.

Three hours were allowed for sections 1, 2, 3, and 4, and three hours for sections 5 and 6.

Section I.

1. The plan of a line 3 inches long is 1·5 inches long: at what angle is the line inclined to the paper?
2. The plans of two equal lines of 3 inches each are as 1 : 2, and the sum of their plans is 3 inches: what are the lengths of these plans, and what the inclinations of the lines?
3. The plan of a line 3 inches long is 2·3 inches long, while its elevation is 1·92 inches long: at what angles is it inclined to the two planes of projection?

Section II.

1. The plane of a circle of 1·5 inches radius is inclined at such an angle that the two axes of its projection are as 3 : 2: draw its plan, and show the inclination.

2. Add to the plan of the circle that of a tangent to it inclined at 13° to the paper.
3. Complete the plan of the square circumscribing the circle, having the plan of one of its sides coinciding with the tangent.

Section III.

1. Two sides of a square of 3 inches side are inclined to the paper at 20° and 30°: draw the plan of the square.
2. One side and one diagonal of a regular pentagon of 2 inches side are inclined at 20° and 30°: draw its plan.
3. Three angles in succession of a hexagon of 1·3 inches side are at ·5; 1·4; 2 inches above the paper: draw the plan of the polygon.

Section IV.

A prism, 4 inches long, base a pentagon of 1·3 inches side to be represented by a plan and elevation from the following conditions.

1. The edges horizontal, one face inclined at 20°, and the plane of its ends inclined at 50° to the vertical plane.
2. When its edges are inclined at 30° to the horizontal plane, and one face inclined at 70°.
3. When two of its edges are inclined at 20° and 50° to the horizontal plane.

Section V.

A pyramid with the same base and height as the prism to be represented by a plan and elevation.

1. One edge of its base being vertical.
2. One of its long edges vertical.
3. One of its long edges horizontal and two of its faces equally inclined.

Section VI.

A cube of 2 inches edge to be represented by its plan and an elevation, and the shadow on the horizontal plane to be determined, the rays of light being parallel to any diagonal of the solid at pleasure.

1. When the plane containing two diagonals is perpendicular both to the horizontal and vertical plane of projection, otherwise at pleasure.
2. When the planes of two faces are inclined to the horizontal plane at 50° and 70°.
3. When the planes containing two diagonals, each are inclined at 50° and 70°.

PERSPECTIVE PROJECTION.

The candidate must understand that strict compliance with the conditions of position of the object to be drawn will be expected, and no projection not in accordance with those conditions will be admitted.

The distance of the eye (or vertex of projection) is 8 inches. The object to be represented is two cubes of 1·5 inches edge, one standing on the other, the planes of one cube making angles of 45° with those of the other.

Section I.

1. When the plane of one face of the lower cube is parallel to the plane of the picture, at 1 inch distance from it, and standing on a plane 4 inches below the level of the eye.

2. When the face of the lower cube is inclined at 30° to the plane of the picture and the nearest edge of that cube 1 inch from the plane.
3. When one face of the upper cube is parallel to the plane of the picture and 1 inch from it.

SECTION II.

1. When the double cube is lying with two of the parallel edges in the horizontal plane, and therefore the planes of one face of each cube equally inclined to that plane, but the horizontal edges making angles of 30° with the plane of the picture.
2. Draw a circular hole, ·75 inch in diameter, passing through the middle of the one cube.
3. Show such a hole passing through each cube.

N.B.—The conditions of position which are not given by the questions may be taken at pleasure.

Subdivision II.—MECHANICAL AND MACHINE DRAWING.

MECHANICAL AND MACHINE DRAWING—1ST PAPER.

This paper with the following directions was sent to the candidates to be worked by them at home; 6 days were allowed for it.

DIRECTIONS.

Write your name and address legibly on the top left hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sec. VII. Ques. 2.

The number of questions you are permitted to attempt in each section is specified on the paper.

On your drawing, you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be sent addressed—

To "The Secretary," or "The Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on

N.B.—They need not be prepaid.

N.B.—Where no scale is specified it is left to the candidate's judgment, but in every case he must specify the scale he employs. As ample time is allowed for the drawings the candidate is to make, they must be carefully finished and shaded sufficiently to express the forms. No credit will be given for any drawing not strictly complying with the conditions of the questions.

Sections I. and II. refer to the accompanying rough figured sketch* (intentionally out of proportion) of a crab or windlass, the candidate to make from it the drawings specified in either of those Sections, but not more than three from Sections I. and II., and one only from each of the other Sections.

* A copy of this sketch may be obtained on application to the Secretary, Science and Art Department, South Kensington, London, W.

Section I.

1. A front elevation.
2. A side elevation.
3. A plan.

} Scale, $\frac{1}{8}$.

Section II.

1. A segment of the wheel comprising about 6 teeth and one complete radius. Scale, $\frac{1}{4}$.
2. The pinion, with a side elevation of it.
3. A vertical section of the whole machine perpendicular to the axis of the cylinder.

Section III.

1. Show by a section the double action pump and valves for a common air-pump.
2. Draw the plan and section of a stage for a microscope, with slow motion adjustments in two directions; the slips to hold down the object-slides to be shown.
3. Draw the plan and section of the compass, and box hung in gimbals, in a binnacle. (The "compass" on the card need not be drawn.)

Section IV.

1. Show in skeleton outline, in three of its positions the grasshopper parallel motion for a marine engine.
2. Draw to its full size the 8 sided nut with its washers and part of the bolt; for bolting down the cap on the brasses of the paddle-axle of a highly finished marine engine of 400 horse power.
3. Show by a plan and section the solid conical axle, with its socket, collars, flanges, etc., on which a 30 feet turn-table moves. Scale, $\frac{1}{8}$.

Section V.

1. Show the arrangement for reversing the motion of the table of a planing machine or printing press.
2. Show by a plan and elevation, or section, the slide-rest of a lathe for heavy work.
3. Show by an elevation the strike work of an eight-day clock.

The candidates had a 3 hour examination on their own drawings, those made from the previous paper. The following paper was then given in the afternoon.

2nd Paper, given and worked at South Kensington.

Subjects of pencil outline drawings of which two only are to be made by any one candidate.

1. Show some combination of levers by means of which an enormous pressure can be suddenly applied at one point resulting from a moderate force applied at another.
2. A, B, C, representing equal circular disks, show how C can be made to perform 100, and B 10 revolutions, while A makes 1.
3. Shew how the action of a clock-weight on the train may be maintained while it is being wound up.
4. Show how two pieces can be so attached that a thin blade may pass entirely through their junction without separating them.

5. Show how the motion of a locomotive is reversed by means of two excentrics on the axle of the driving wheel, the excentrics being connected with the ends of a curved bar, grooved.
6. Show some combination for producing a very perceptible motion from an imperceptible one, as for example, in the aneroid barometer, or in Daniell's pyrometer.

Whatever detail is shown in these figures must be drawn in a workmanlike manner.

Subdivision III.—Building Construction.

BUILDING CONSTRUCTION.—1st Paper.

This paper with the following directions was sent to the candidates to be worked by them at home; 6 days were allowed for it.

Directions.

Write your name and address legibly on the top left hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sect. VII. Ques. 2.

The number of questions you are permitted to attempt in each Section is specified on the paper.

On your drawings you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be sent addressed—

To "The Secretary," or "The Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on

N.B.—They need not be prepaid.

Half the ground plan of a double cottage for two families is given:* the two cottages to be precisely alike. The building to be two stories high, the front upper room to be divided into two by a deal framed partition, each room to have a separate entrance, and small sash window, and a small fire-place in two upper rooms.

The ground floor to be 9 feet and a half high in the clear, floored on joists $6 \times 2\frac{1}{2}$ resting on dwarf walls, the earth to be dug out 2 feet below the under side of the floor, and to be kept dry by open gratings. The walls to be 2 bricks at foundations, and carried 1 foot below the lowest part of excavated ground, the level of the floor being 15 inches above the external ground.

The walls to be one brick thick above the lower story, carried to the height of four feet above the level of upper flooring boards, which are to be on joists 9×3. The roof to be a simple A; tiled, rafters 6×2, 18 inches apart, with tie-beam, but no king post; strong angle ties at hips, tiles on battens, all the dwelling rooms to be ceiled, lean-to at back,

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* A copy of this drawing can be obtained on application to the Secretary, Science and Art Department, South Kensington, London, W.

paved with Yorkshire stone, level of pavement 6 inches above ground, laid on dry brick rubbish, a small copper and sink, window over door.

The drawings specified in Sections I. and II. are to be made all to the same scale as that of plan. Every drawing to be correct in details and tinted to show the materials, but no candidate to make more than three drawings from these Sections, selected at his own pleasure, and only five altogether.

Section I.

1. A front elevation of both cottages.
2. A plan of the upper story.
3. A cross section on AB (of one cottage only).

Section II.

1. A plan of the roof, to show that over the stairs, and the mode of getting entrances to the upper rooms from the landing place.
2. A section on the line CD.
3. A sectional-elevation on EF.

Section III.

1. Give a design for the truss for a roof of 60 feet clear span, rise 20 feet, tie-beam scarfed, a gallery down the middle 15 feet broad and 9 feet high, the flooring boards laid on bridging joists carried by the tie-beams, gallery lighted by dormer windows, roof slated on boards with felt covering between, gutters and parapet. Scale, $\frac{1}{100}$.
2. An isometrical projection of the connection of the queen-posts, tie-beam, braces. etc.; the double queen-posts and tie-beams halved together with the braces between: showing the iron ties, stirrups, straps, etc. Scale, $\frac{1}{30}$.
3. The scarfing of the tie-beam shown by plan and elevation, or by one isometrical figure. Scale, $\frac{1}{15}$.

Section IV.

1. Give a plan of a circular angle-turret 7 feet internal diameter with stone walls in segments 10, 8, and 6 inches thick. An external gallery 18 inches wide, with parapet wall 4 inches thick and 4 feet high; floor of the whole 5 inch stone slab in pieces not less than 20 feet area each, dovetailed together; a small stove, two doors and two windows; the whole carried on stone corbels on a corner wall, three feet thick. Scale, $\frac{1}{24}$.
2. A section to show the corbels and their jointing and cutting through the door, fireplace, or window. Scale, $\frac{1}{24}$.
3. A drawing of the timbers of the conical roof, with projecting eaves over gallery, roof leaded on boards.

The candidates had a 3 hour examination on their own drawings, those made from the previous paper. The following paper was then given in the afternoon.

2nd Paper, given and worked at South Kensington.

Questions to be answered in writing, and subjects for outline drawings in pencil by the candidates for certificates in building construction.

N.B.—No candidate to answer more than 4 questions in writing, nor to make more than 4 drawings or sketches in illustration of, or in addition to, those answers.

1. State what, in your opinion, was the reason for making the brick in the proportion of 1 : 2 : 4; and why was it not made twice, or more, as large as it is made?
2. Give a sketch, to scale of the bond at the angles of walls of 1 ; 1½ ; 2 ; 2½ bricks thick, respectively.
3. Why is an inverted arch turned under the openings in all large buildings?
4. Give a design for a cornice to a building made of common bricks and tiles.
5. State the constituent materials and their proportions of good mortar, and why are road scrapings with all its impurities allowed instead of clean pit or river sand formerly insisted on in contracts, and why was sea-sand prohibited?
6. Give a drawing, to scale, of one course of the solid masonry of a lighthouse of 25 feet diameter, built on a rock, and exposed to heavy seas and gales.
7. State how you would secure the foundations of a lofty building erected on a clay soil with a dip stratification.
8. Make a section to scale of a brick drain 3 feet wide and 5 feet high, and show the fall you think it ought to have.
9. State the reason for mortising the bridging joists into the sides of the girder in floors instead of notching them down on the top.
10. Make a section to scale ($\frac{1}{12}$) of the timbers of a floor of 35 feet span.
11. State your opinion of the best mode of strengthening a girder 40 feet long and 12″ × 11″.
12. Give a drawing, to scale, of a sash frame with boxings and shutters, linings and architrave, for a good house.

SUBJECT II.—MECHANICAL PHYSICS.

Subdivision I.—Theoretical Mechanics.

Examiner, The Rev. B. M. Cowie, B.D.

THEORETICAL MECHANICS.—1st Paper.

Section I.

1. If two forces acting on a point are represented by two straight lines in magnitude and direction, and the parallelogram be completed of which these lines are the adjacent sides, show that the diagonal represents the *magnitude* of the resultant force (assuming that it represents the *direction*.)
2. When several forces given in magnitude and direction act simultaneously upon a point, show how we may most conveniently find out the magnitude and direction of a single force which shall counteract their united effect.
3. Explain the equilibrium of a kite balanced in the air. The forces must be represented by lines drawn in the proper directions through the proper points.

Section II.

1. Find the centre of parallel forces acting on a body, and explain the result when two forces are equal, parallel, and act in opposite directions.

2. Explain the forces acting on a drawer when you are attempting to pull it out by one handle, and it sticks fast.
3. A round table stands on three equidistant legs, and is loaded with a given weight at a given point: how do you find the pressure exerted on the floor by each leg?

Section III.

1. When pulling out a nail with a pair of pincers, explain all the forces which are called into action.
2. Define the *centre of gravity*, and find that of two spheres touching each other, whose radii are 8 inches and 3 inches respectively, and their densities in the ratio of 5 : 1, the smaller one being the more dense.
3. A cone with its vertex downwards is partly filled with mercury; the depth of the liquid is 6 inches, and the radius of its surface 4 inches. If the temperature is raised 100° Fahrenheit find the rise in the centre of gravity (neglecting the expansion of the vessel, and taking the expansion of the mercury in bulk as ·00010415 for each 1° Fahrenheit).

Section IV.

1. A rectangular mass of iron rests on an inclined plane; it is on the point of sliding down and also of overturning; its base is 2 feet square, and its height 3·08 feet. What is the coefficient of friction?
2. How do we estimate the force exerted by a buttress to support a wall?
3. Enunciate the principle of virtual velocities, and prove it in the case of the lever.

Section V.

1. Define momentum, moving force, and velocity. Enunciate the third law of motion.
2. In uniformly accelerated motion, show that the space described from rest varies as the square of the velocity, the force being constant.
3. A body is thrown vertically upwards with a velocity of 150 feet per second: how many seconds will elapse before it is 100 feet from the ground? Explain the double answer.

Section VI.

1. A body A, moving at the rate of 10 feet per second meets a body B moving at the rate of 6 feet per second—the mass of A is three times that of B. What is the velocity after impact when the bodies are inelastic?
2. In the previous case, if the coefficient of elasticity is $\frac{1}{3}$, calculate the motion after impact.
3. A weight of 8 lbs. drags one of 2 lbs. by a string passing over a fixed pully: the strings being parallel, find the velocity of the centre of gravity.

Section VII.

1. A pendulum vibrating seconds at the earth's surface is taken down a mine whose depth is one mile: how many vibrations will it make there in 24 hours?

2. A weight of 10 lbs. is suspended by a string of 8 feet: when it is whirled round so as to make three complete revolutions in a second, what is the greatest tension which the string has to bear?
3. What is meant by the permanence of the plane of vibration of a pendulum? What remarkable experiment can be performed to show this?

Section VIII.

1. What is the *centre of percussion?* Show how to find its position in a heavy rod moving about one of its ends.
2. How can a body be made to vibrate in a cycloid?
3. Show how the compound pendulum can be used to find the force of gravity.

THEORETICAL MECHANICS.—2nd Paper.

Section I.

1. What is *vis viva?* Show that the amount of work accumulated in a body moving with a given velocity is one half the *vis viva.*
2. How are the vibrations of thin plates exhibited to the eye? Describe the node lines in some of the simplest instances.
3. What is the form of the curve in which a flexible body will be at rest between two fixed points? Describe it, and mention its principal properties. At what point is the tension greatest?

Section II.

1. Show by mathematical reasoning that the pressures at all points in the same horizontal plane within a fluid at rest must be equal. (The only forces acting being gravity and the pressure of the atmosphere.)
2. Describe an apparatus by which the compressibility of water may be measured.
3. Show that the pressure of a fluid on any surface is proportional to the area of the surface and the depth of the centre of gravity of the surface.

Section III.

1. A ship is floating in fresh water, A is the area of its plane of flotation, it moves into salt water and the vertical distance between the new and old positions of its plane of flotation is (n) inches. Hence find the weight of the ship, having given the specific gravities of fresh and salt water.
2. A sphere, radius 3 inches, weighs 50 lbs. in vacuo: what force will support it when immersed in water?
3. What is the *metacentre* of a floating body? Show how it is found, and explain its use in determining the stability.

Section IV.

1. When water escapes from a small orifice, show that the velocity is as the square root of the depth of the orifice below the surface of the fluid.
2. Describe an experiment to show the effect of friction of particles of water in motion, and the lateral exhaustion produced by apertures in pipes filled with moving water.
3. In an open channel where the water flows uniformly at the surface, according to what law does the velocity vary below the surface?

Section V.

1. A piece of wood in vacuo weighs 2 lbs.; when connected with a piece of metal (whose weight in vacuo is 3 lbs., and in water $2\frac{3}{4}$ lbs.) the weight of the compound mass in water is $1\frac{1}{2}$ lbs. Find the specific gravity of the wood and of the metal.
2. Three globes of the same diameter, and of given specific gravities, are placed in the same straight line. How must they be arranged so that they may balance on the same point of the line in vacuo, and in water?
3. A semicircular tube with its two extremities in the same horizontal line is filled with equal quantities of fluid of different specific gravities. What quantity of the lighter fluid will be expelled before the equilibrium is established?

Section VI.

1. Define mathematically an *elastic* fluid, and explain the connexion between pressure, temperature, and density.
2. How would you measure the pressure of the atmosphere?
3. If a small quantity of air should get into the vacuum of the barometer tube, how would you calculate its effects on the indications of the barometer (its volume being given at the temperature 0°C).

Section VII.

1. Define *specific heat*. How is it measured?
2. Explain clearly why a fall in the barometer should indicate rain, and a rise indicate fair weather.
3. What corrections for temperature are required when you are comparing the indications of a barometer at the base and at the summit of a mountain?

Subdivision II.—Applied Mechanics.

APPLIED MECHANICS.—1st Paper.

Section I.

1. Describe and draw the crown wheel escapement, and explain its action.
2. Describe and draw a reversing motion for a planing machine.
3. By what mechanical contrivance can we secure a slow forward motion of the cutter in a shaping machine, with a rapid motion when the cut is accomplished?

Section II.

1. Give a convenient method for reversing the position of the cutter in a planing machine.
2. In wheel-work, if the teeth of the driver have to act upon round projecting pins in the follower, what is the best shape for the teeth?
3. Describe a good parallel motion. Explain the principle of the *Pantograph*, and show how it is applied in parallel motions.

Section III.

1. Describe Watt's *Steam Indicator*, and explain clearly how the curve described by the pointer is made use of to measure the work done by the engine.
2. What are the objections to Watt's *Governor?* Show how they are obviated in extreme cases by Siemen's contrivance adapting an epicycle train to a conical pendulum.
3. Describe the *Snail* wheel used in the striking machinery of clocks, and show how it acts in repeaters.

Section IV.

1. Describe the *Geneva* stop, and show how it is used to prevent over-winding in a watch.
2. Explain the principle of *Saxton's differential pullies.*
3. Describe Hook's joint, and find the relative angular velocities of the pieces.

Section V.

1. Explain the different ways in which materials yield to crushing pressure. What is meant by *ultimate* and *proof strength*, and *working stress?*
2. What are the results of experiments on the strength of cast iron columns, solid and hollow?
3. Define *unit of work, modulus of a machine.* What must be the horse-power of a stationary engine that draws a weight of 150 tons along a level road at the rate of 30 miles an hour?

Section VI.

1. The mean section of a stream is 7 feet by 2 feet; its mean velocity is 30 feet per minute; it has a fall of 20 feet; it is required to raise water to a height of 250 feet by means of a water-wheel whose modulus is ·7. How many cubic feet will it raise per minute?
2. A train weighing 90 tons comes to the foot of an incline of 1 in 160, with a velocity of 30 miles an hour, the resistances are 7 lbs. per ton, the length of the incline 2 miles, the train has at the top of the incline a velocity of 20 miles per hour. How many units of work have been expended in getting the train up the incline, and through how great a distance would an expenditure of the same number of units have taken the train with a uniform velocity along a horizontal line?
3. When the powder in the bore of a cannon is exploded, the pressure on the end of the bore and on the shot are at each instant equal; a shot weighing 6 lbs. is fired from a gun free to move, and weighing 6 cwt.; the velocity with which the shot leaves the gun is 1,000 feet per second, What is the initial velocity of the gun's recoil?

Section VII.

1. A roof has a pitch of 45°, the rafters are 40 feet long, the weight of each square foot of roofing is 18 lbs. Determine the diameter of the wrought iron tie necessary to hold the feet of the principle rafters with safety, supposing them 10 feet apart (take the tenacity of wrought iron bar at 67,200 lbs. per square inch).

2. A mass of earth, the specific gravity of which is 1·7, whose surface is horizontal, presses against a revetment wall whose top is on the level of the ground, and height 20 feet, the natural slope of the earth being 45°. Show that the pressure of the earth on each foot of the length of the wall is 3,646 lbs.
3. A cylindrical log of wood being given, show that the strongest rectangular beam that can be cut out of it is one whose sides are in the proportion of $1 : \sqrt{2}$.

APPLIED MECHANICS—2ND PAPER.

SECTION I.

1. Find the whole pressure on a conical vessel filled with fluid with its base downwards.
2. Describe Hare's hydrometer, and show how to compare the specific gravities of two fluids by means of it.
3. Describe and explain the action of Appold's centrifugal pump.

SECTION II.

1. Show how the principle of the syphon is applied to explain the action of intermittent springs.
2. Show how the attraction of the sun and moon on the ocean causes the tides, and explain why there is a tide every twelve hours.

SECTION III.

Describe and explain the action of one of these machines :—
1. The moderator lamp.
2. A spring roller blind.
3. A drawbridge.

SECTION IV.

1. In a musical box, describe the mechanical contrivances (1) for making the barrel shift at the end of each tune, and (2) for controlling (1) so as to make it repeat the same tune.
2. Describe hinges that make a door self-closing, and explain carefully their action.
3. Describe a letter weighing machine that shall always point exactly to the stamp to be used.

SECTION V.

Describe and explain the action of one of the following machines :—
1. A sewing machine.
2. A weaver's loom.
3. A saw mill.

SECTION VI.

1. Describe the process of manufacturing bar iron.
2. Describe the construction of a Bramah's lock.
3. The gates in a lock are to be opened and closed by hydraulic machinery; describe what is required.

Section VII.

Describe and explain the action of one of the following machines :—

1. A jack for roasting meat.
2. A windmill for grinding corn.
3. The steam plough.

SUBJECT III.—EXPERIMENTAL PHYSICS.

Subdivision I.—Acoustics, Light, and Heat.

Examiner, Professor Tyndall, F.R.S.

ACOUSTICS, LIGHT, AND HEAT.

Section I.

1. State what you know regarding the production of echoes. How are the long continued echoes which we hear in mountainous districts to be accounted for?
2. State how the pitch of a note is influenced by the length, thickness, weight, and tension of the string which produces it.
3. A tuning fork performs 256 complete vibrations in a second; find the depth of a jar containing air which will respond to this note.

Section II.

1. How would you illustrate to a class the law that the intensity of light diminishes as the square of the distance increases?
2. How would you show your class, experimentally, that the angle of incidence is equal to the action of reflection?
3. How would you demonstrate to your class, theoretically and experimentally, that the angular velocity of a reflected ray is twice that of the mirror which reflects it?

Section III.

1. Give a description and explanation of the magic lantern.
2. Give a description and explanation of the common opera glass.
3. I saw some time ago the image of a high rock standing on a sandy plain shown, as if still water surrounded the rock; explain the formation of this image.

Section IV.

1. Explain clearly and fully why a basin filled with water appears shallower than when it is empty.
2. Describe and explain the camera obscura, and note its resemblance to the human eye.
3. What is meant by the solar spectrum? Show by a sketch how the spectrum may be produced.

Section V.

1. Describe the construction of an ordinary thermometer, and mention the various ways in which the instrument has been graduated.
2. Describe some one form of the pyrometer.
3. If a gold wire be fused into glass the glass cracks on cooling; if a platinum wire is used no such effect is produced; why?

Section VI.

1. We often hear of steam possessing one atmosphere, two atmospheres, three atmospheres, etc., of tension; what is the meaning of these terms.
2. We sometimes hear of steam being superheated, and also of steam at its maximum density; what is the meaning of these terms?
3. State what you know regarding the experiment of Leidenfrost which exhibits the so-called spheroidal condition of water.

Section VII.

1. A glass thermometer suspended in free air on a clear night does not show the true temperature of the air; why?
2. Of two metallic vessels of the same size and placed in the open air, one is closely covered with flannel and the other left with its surface polished. Steam from a boiler enters both vessels, but at the end of an hour one of the vessels is found to have condensed nearly twice as much steam as the other; which and why?
3. State what you know regarding the diathermancy of bodies.

Subdivision II.—Magnetism and Electricity.

MAGNETISM AND ELECTRICITY.

Section I.

1. Define the terms declination, inclination, horizontal intensity, and total force, as applied to magnetism.
2. State the general resemblance between the action of the earth on a magnetic needle, and the action of a straight bar-magnet on the same needle.
3. A very short magnetic needle acted on by the earth alone performs 120 oscillations in a minute; *one* of the poles of a long bar-magnet is then permitted to act upon it from a certain distance: the number of oscillations, per minute, is now 250; the needle is then removed to a greater distance from the pole, and the number of oscillations sinks to 200; express numerically the relative forces with which the magnet acts on the needle in the two cases.

Section II.

1. You are required to magnetise a common poker promptly and permanently by the action of the earth; how will you do it? Indicate the poles of the poker, and state how you would act if you wished to reverse the poles.
2. Give a brief sketch of the theory of magnetic fluids, and define the term *coercive force* in connexion with that theory.
3. Give a clear explanation of the magnetic curves formed when iron filings are sifted on a sheet of paper placed over a magnet.

Section III.

1. A glass ball is attached to a shellac stem and electrified; how will you determine the quality of its electricity? An exact statement of the substances employed is here required.

2. A glass rod rubbed with silk is presented to a cork ball suspended like a pendulum, the cork is drawn aside and the suspending string is no longer vertical. A stick of sealing wax rubbed with flannel being presented to the ball the latter returns to its first position; explain the effect.
3. You are required to charge an insulated metallic sphere with electricity without bringing it in contact with an electrified body, or without causing, in any way, the direct transfer of electricity to the sphere; how will you do it?

Section IV.

1. Bodies were formerly divided into electrics and non-electrics; what was the basis of the division, was that basis a sound one? Give the reasons for your opinion.
2. You are required to electrify a metal cylinder by friction against itself; how will you do it.
3. Describe and explain the condenser.

Section V.

1. Explain the process by which the prime conductor of an electric machine is charged with positive electricity.
2. Describe and explain the electrophorus.
3. I stand on an insulating stool and place one hand on the conductor of an electric machine; on the other I have an india-rubber glove, and with my gloved hand I claap the hand of a person standing on the floor. What occurs when the machine is turned, and what takes place when we cause our second pair of hands to touch each other?

Section VI.

1. A strip of pure zinc and a strip of platinum are dipped in dilute sulphuric acid; no action is observed, on causing one of them to touch the other a gas is liberated on one of the plates; how is this gas produced, and on which plate is it liberated?
2. Give a sketch and description of Grove's nitric acid battery, mark its positive and negative electrodes, and indicate the direction in which the current flows when the circuit is complete.
3. What is meant by polarization as applied to the electric current? State some of the inconveniences arising from this effect, and how they, in some cases, have been remedied.

Section VII.

1. State what you know regarding the action of a voltaic current on a freely suspended magnetic needle.
2. During a series of experiments the strength of your battery varies but you must know at any moment the strength of the current with which you deal. I give you a tangent compass to enable you to do this; how will you place the instrument, and what use will you make of its indications?
3. Supposing you were required to determine experimentally the electromotive force of a cell of Daniell as compared with one of Grove, how would you proceed?

SUBJECT IV.—CHEMISTRY.

Subdivision I.—Inorganic Chemistry.

Examiner, Professor Hofmann, LL.D., F.R.S.

INORGANIC CHEMISTRY.

Section I.

1. Describe the usual processes for the preparation of chlorine.
2. How is nickel separated from cobalt?
3. The formula usually adopted by chemists for felspar is $KO, SiO_2, Al_2O_3, 3\ SiO_2$. In this formula $K = 39$, $Al = 13 \cdot 7$, $Si = 21$, $O = 8$. What is the formula of felspar if the following equivalents be taken: $K = 39$, $Al = 13 \cdot 7$, $Si = 28$, $O = 16$?

Section II.

1. The specific gravity of nitrogen referred to that of hydrogen as unity is 14. What is the specific gravity of ammonia referred to that of hydrogen as unity? Give the method of calculation.
2. Describe the method of estimating nitrogen by volume.
3. A salt has been found to contain in 100 parts:—

Phosphorus	12·65
Magnesium	9·79
Nitrogen	5·71
Hydrogen	6·54
Oxygen	65·31
	100·00

What is the formula of the salt? The following equivalents to be used:—

Hydrogen	1
Oxygen	8
Nitrogen	14
Phosphorus	31
Magnesium	12

Give details of calculation.

Section III.

1. Describe a process by which pure oxygen gas may be prepared from atmospheric air.
2. Give an outline of the manufacture of nitric acid, and state the quantities of sulphuric acid (HSO_4), nitrate of potassium (KNO_3), or nitrate of sodium ($NaNO_3$), which are required to produce one pound of nitric acid (HNO_3).

$$H = 1;\ O = 8;\ N = 14;\ S = 16;\ K = 39;\ Na = 23.$$

3. How many volumes of oxygen gas are required to burn one volume of marsh gas, and one volume of olefiant gas: and how many volumes of carbonic acid gas are produced by their combustion?

Section IV.

1. Describe the chemical reactions involved in the etching of glass.
2. State the succession of processes by which aluminium may be extracted from alum shale.
3. What is meant by the term disintegration? Give an outline of the several phases of the disintegration of granite.

PRACTICAL EXAMINATION IN ANALYSIS.

1. Qualitative analysis of a mixture consisting of two acids and two bases soluble in water or acids.
2. Qualitative analysis of a mixture consisting of two acids and two bases partly or entirely insoluble in water and acids.
3. Qualitative analysis of more complex mixtures.

State the method of examination in detail, and tabulate the result of the analysis, pointing out particularly the substances of which traces only have been found.

Subdivision II.—Organic Chemistry.

ORGANIC CHEMISTRY.

Section I.

1. What is the action of heat upon formiate of ammonium?
2. Describe the processes for transforming benzol into aniline.
3. An organic acid has been found to contain in 100 parts,—

Carbon - - -	60·87
Hydrogen - - -	4·35
Oxygen - - -	34·78
	100·00

The analysis of the silver salt of this acid has given the following result: 1·052 parts of the silver salt left upon ignition 0·4637 parts of metallic silver. What is the formula of the acid? Give details of calculation.

Section II.

1. Describe the processes of transforming ferrocyanide of potassium respectively into urea and cyanuric acid.
2. State the preparation, the composition, the properties, and the principal transformations of oxalic acid.
3. A certain variety of malt has been found to contain 10 per cent. of starch ($C_{12} H_{10} O_{10}$) and 20 per cent. of sugar ($C_{12} H_{12} O_{12}$). Describe the changes which starch and sugar uudergo during their transformation into acetic acid ($C_4 H_4 O_4$) and state the quantity of malt required for the production of 100 pounds of acetic acid supposing the whole amount of starch and sugar to be converted.

Section III.

1. Express in formulæ the transformation of oxalic ether into oxamat of ethyl and oxamide.
2. Describe the method of preparing the chlorides of the acid-radicals, and their deportment under the influence of water, alcohol, and ammonia.
3. In determining the vapour-density of an organic compound, according to Dumas's process, the following observations were recorded,—

Temperature of air - -	12° C.
Temperature of vapour -	152° C.
Weight of glass globe filled with the vapour *minus* weight of globe filled with air - - -	0·386 grammes.
Capacity of globe - -	292 cubic centimetres.
Barometer - - -	0·762 metres.

100 cubic centimetres of air at 0° C. and bar. 0·760 metres weigh 0·12932. What is the vapour-density of the compound referred to hydrogen as unity? Give details of calculation.

Section IV.

1. Give some examples of monoatomic, diatomic, and triatomic alcohols. State their formulæ.
2. Describe a process by which alcohol may be converted into propionic acid, and acetic acid into glycolic acid.
3. Calculate the quantities of binoxide of manganese and hydrochloric acid which are necessary to convert, respectively, into chloroform ($C_2H Cl_3$) and chloride of carbon ($C_2 Cl_4$) the quantity of marsh gas evolved by the distillation of 1 lb. of acetic acid ($C_4 H_4 O_4$) with an excess of lime. Give details of calculation.

SUBJECT V.—GEOLOGY AND MINERALOGY.

Subdivision I.—Geology.

Examiner, Professor Ramsay, F.R.S.

GEOLOGY.—1st Paper.

Section I.

1. What is meant by the crust of the earth?
2. What is the difference between a rock and a mineral?
3. Describe the accompanying specimen.

Section II.

1. What is the difference between a vein and a bed?
2. What are the constituent minerals of syenite and typical gneiss?
3. Name several of the common kinds of igneous and metamorphic rocks, placing them in two columns, one headed *igneous* and the other *metamorphic*.

Section III.

1. In what formation in England does rock-salt occur?
2. In what manner is rock-salt associated with the strata amid which it lies in England?
3. How do you consider it most probable that rock-salt has been formed?

Section IV.

1. What is a fossil?
2. Name several genera of the plants and shells of the carboniferous rocks.
3. Name the accompanying genera of fossils.

Section V.

1. How are volcanic cones formed?
2. In what formations in England do fresh-water strata occur?
3. Name the chief genera of fossils found in the Purbeck strata.

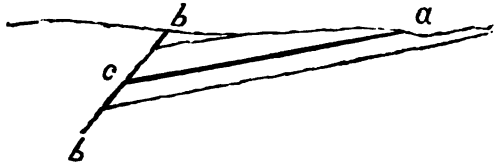
GEOLOGY.—2nd Paper.

Section I.

1. In what areas in the British Islands does gneiss chiefly occur?
2. Name the geological divisions of the strata to which the gneissic rocks of several parts of Britain belong.
3. What is the origin of slaty cleavage?

Section II.

1. Name the three chief kinds of coal of the coal-measures.
2. What is the main chemical difference between anthracite-coal and common house-coal?
3. If a bed of coal *a* is cut off by a fault *bb* at the point *c*, the slope of the fault being from right to left, in the unproved ground to the left of the fault and close to it, would you expect to find the continuation of the coal above or below the point *c*.



Section III.

1. Draw an example of unconformable stratification.
2. Draw a column of the British Palæozoic or Primary rocks.
3. Describe the section on the wall.

Section IV.

1. What is the origin of the Cornish china-clay?
2. In what other forms than that of coal does carbon occur in rocks, either pure or in combination?

3. If a set of strata lay as follows,—*a a a'* argillaceous shale, *b* sandstone, *c c* a fault, and you had to sink a well in the district, in which stratum would you expect to find most water, and to what point and how deep would you sink to obtain the largest supply? Mark the spot where you would sink, and the depth of the well by a vertical line.

Section V.

1. By what means have boulders derived from distant rocky masses been scattered over the midland parts of England?
2. Name several genera of Oolitic fossils.
3. State some of the broad characteristics of fossil genera by which you might distinguish Secondary from Palæozoic rocks, and Tertiary from Secondary rocks.

Subdivision II.—Mineralogy.

Examiner, W. W. Smyth, M.A., F.R.S.

MINERALOGY.—1st Paper.

Section I.

1. Define a *mineral* as understood in modern scientific language.
2. State in what manner (and the reasons for it) the science of Mineralogy was at the commencement of this century commonly understood to include more than at present.
3. Give examples of substances which may form the objects of either mineralogical or geological study, and show under what aspect they will fall within the bounds of one or the other science.

Section II.

1. Give a mineralogical description of common salt.
2. Compare the crystalline forms of common salt and fluorspar, and state what important difference of structure is observable in the two.
3. Describe fully the character of two of the more important salts which occur associated with common salt in the district of Atacama in South America.

Section III.

1. What is meant, in reference to crystal forms, by the term *systems* of crystallography?
2. State the number of such systems, and upon what principle the forms severally belonging to them are referred to them.
3. Enumerate briefly, or give the formulæ, of a few of the leading forms in such systems.

Section IV.

1. Describe the physical and chemical character of copper Pyrites.
2. Compare the characteristics of copper Pyrites with those of Bornite or *Bunt Kupfererz*, and of iron Pyrites, minerals with which some of its varieties are occasionally confounded.
3. Give a list mentioning the crystalline form, hardness, and composition, of the various minerals which occur in association in our copper lodes.

Section V.

Name and describe the several mineral specimens placed before you.

MINERALOGY.—2nd Paper.

Section I.

1. Describe what is meant by *double refraction?*
2. What relation is there between the phenomenon of double refraction and the system in which minerals crystallize?
3. State by what means and in what substances double refraction is distinctly observable, and how far it is useful in determining mineral species.

Section II.

1. Give drawings, each at least 2 inches across, of any two crystalline forms of Galena.
2. Draw, similarly, the 7 holohedral forms of the cubical or tesseral system.
3. With the drawings of the holohedral forms of the cubical system, give those of their respective hemihedral derivatives.

Section III.

1. What colour is imparted to borax-glass, and in which flame, by oxide of manganese?
2. Describe fully the minerals *Pyrolusite* and *Psilomelane.*
3. Give a detailed description of the several oxides and sulphides of manganese.

Section IV.

1. State the physical and chemical characters of common garnet, and the various conditions under which it occurs.
2. Compare the composition and physical properties of garnet and vesuvian, or idocrase.
3. Describe the different varieties of garnet; state how they may be grouped according to analogy of composition, and what difficulties they oppose to a purely chemical arrangement.

Section V.

Determine the crystalline system and describe the form of the models of crystals placed before you.

Mention also in each case some mineral which occurs thus crystallised.

SUBJECT VI.—NATURAL HISTORY.

Subdivision I.—Animal Physiology.

Examiner, Professor Huxley, F.R.S.

ANIMAL PHYSIOLOGY.—1st Paper.

Section I.

1. What are the principal tissues which compose the human body, and where are they chiefly found?
2. Describe the structure of the skin.
3. What are glands? Give an account of the structure of any gland.

Section II.

1. What are the functions of nerves?
2. How do the anterior and posterior roots of the spinal nerves differ structurally and functionally?
3. State what you know respecting the structure and uses of the brain.

Section III.

1. What is the difference between voice and speech?
2. How is the voice produced?
3. Describe the structure of the larynx.

ANIMAL PHYSIOLOGY.—2nd Paper.

Section I.

1. Why are living beings called organized? What is the difference between high and low organization?
2. What substances are essential in the food of animals, and how does the food of animals differ from that of plants?
3. By what characters are living bodies distinguished from all others, and by what characters are plants distinguishable from animals?

Section II.

1. Distinguish the nutritious from the innutritious constituents of bread, meat, potatoes, and peas.
2. Give an account of the process by which nutritious matters are absorbed.
3. Explain the structure and uses of the liver.

Section III.

1. Give an account of the circulation of the blood.
2. Describe the characters of human blood, and give an account of its chemical composition.
3. Describe the structure and explain the uses of the parts of the heart.

Section IV.

1. Give an account of the structure and composition of bone.
2. By what mechanism are we enabled to turn and nod the head, and to turn the wrist, as in boring with a bradawl?
3. Give an account of the structure and properties of the different kinds of muscle.

Section V.

1. Describe the structure of the eyeball and explain the uses of its various parts.
2. Describe the structure of the ear, and explain the uses of its parts.
3. Give an account of the received explanations of the following phenomena:—
   a. Single vision with two eyes.
   b. The seeing of two perspective projections as one solid, in the stereoscope.
   c. The appearance of a green image when one looks on a white surface after long regarding a red object, and *vice versâ.*

Subdivision II.—Zoology.

ZOOLOGY.—1st Paper.

Section I.

1. What are the characters of the sub-kingdom *Vertebrata.*
2. How are the classes of the *Vertebrata* distinguished from one another?
3. What are the characters of the orders of the class *Pisces?*

Section II.

1. How do insects breathe?
2. Describe the spinning apparatus of a spider.
3. Give an account of the natural history of the silk-worm.

Section III.

1. Describe the structure of a bird's egg, and the uses of its different parts.
2. What is there remarkable about the mode of reproduction of the *Marsupialia?*
3. Enumerate the principal steps in the development of the chick during incubation.

ZOOLOGY.—2nd Paper.

Section I.

1. What are the characters of the sub-kingdom *Annulosa,* or *Articulata?* Give examples of this sub-kingdom.
2. Define the class *Mammalia* and state by what characters mammals are distinguished from birds and reptiles.
3. Give the characters of the order *Coleoptera,* with examples of the order.

Section II.

1. Give an account of the natural history of the *Hydra* or fresh water *Polype.*
2. State what you know respecting the natural history of the Red Coral of Commerce.

3. What are coral reefs? Where are they found, how do they grow, and what deductions have been drawn with respect to the movements of the earth's crust from the phenomena which they exhibit?

Section III.

1. State the classes and orders of the following genera: *Balanus, Oniscus, Aphis, Flustra, Lumbricus, Actinia.*
2. Give an account of the natural history of *Aphis.*
3. Describe the metamorphosis of *Balanus.*

Section IV.

1. What are the most striking peculiarities of the class *Aves?*
2. Give the distinctive characters of the orders *Raptores* and *Natatores,* with examples of each.
3. To what order of *Aves* do pigeons belong? Give an account of the natural history of the domestic pigeon.

Section V.

1. What are the distinctive characters of the *Chelonia?*
2. Give an account of the order *Carnivora,* with examples of the principal forms of the order.
3. To what order of mammals does the Elephant belong? State what you know respecting its natural history.

Section VI.

State the orders to which the specimens numbered 1 to 6 belong.

SUBJECT VII.—BOTANY.

Subdivision I.—Vegetable Physiology and Economic Botany.

Examiner, Dr. Lankester, M.D., F.R.S.

VEGETABLE PHYSIOLOGY.—1st Paper.

Section I.

1. What are the principal chemical properties of carbon, hydrogen, oxygen, phosphorus, and sulphur?
2. What are the principal combinations of carbon, hydrogen, oxygen, and nitrogen that form the food of plants?
3. What are the principal binary compounds found in the composition of plants?

Section II.

1. What are the principal compounds of carbon, hydrogen, and oxygen, found in plants?
2. What are the principal compounds of carbon, hydrogen, nitrogen, and oxygen, found in plants?
3. What are the principal chemical compounds found in the structure of plants?

Section III.

1. What is the nature, and give an account of, the principal forms of cellular tissue?
2. What are the principal forms of vascular tissue?
3. How do the tissues of plants originate and grow?

Section IV.

1. Describe the different forms of leaves and how they originate.
2. What is the nature of stipules, leaves, and bracts, and the functions they perform?
3. Describe the minute structure of the leaf and the functions it performs.

Section V.

1. Describe the structure and development of the stamen.
2. What is the value of the number and position of the stamens in indicating the affinities of plants?
3. Describe the minute structure of the anther and the forms assumed by the pollen grains, and the function of the latter.

Section VI.

1. What are the structure, form, and functions of the pistil?
2. What is the structure of the seed-bud or ovule, and the nature of the changes it undergoes in becoming a seed?
3. What is the nature of the fruit and the principal forms it assumes?

ECONOMIC BOTANY.—2nd Paper.

Section I.

1. What is the action of acids and alkalies on vegetable colouring matter?
2. What are the nature and sources of the dyes known as indigo and madder?
3. What are the principal vegetable dyes used in calico printing, and the names of the plants which yield them?

Section II.

1. What plants yield cotton, and on what part of the plant is it developed, and how does it differ from other materials used for textile fabrics?
2. What are the nature and sources of linen fibre, and the principal forms of its manufactured products?
3. What is the nature of hempen fibre, and the nature and sources of vegetable fibres, not linen or hemp used for the manufacture of textile fabrics?

Section III.

1. What is the difference between Exogenous and Endogenous plants, and what are the uses to which they are applied?
2. What are the names and the qualities of the timber of the principal British forest trees?
3. What kinds of wood are used for useful and ornamental work, and what are the properties and sources of the principal kinds of wood used by the carpenter, the ship-builder, and the cabinet-maker in this country?

Section IV.

1. What is the nature of tannic acid, and of the changes it effects in converting skin into leather?
2. What are the plants, and the parts of the world in which they grow, which yield tannic acid, and the commercial products in which it exists?
3. What is the chemical composition of tannic and gallic acids, and for what purposes are these two products employed by man?

Section V.

1. What are the sources and chemical composition of palm oil, and the uses to which it is applied in the arts?
2. What is the difference between fixed and volatile oils, and the uses to which they are respectively put in the arts?
3. Describe the processes of making candles and soap from palm oil.

Section VI.

1. Describe the plants yielding tea, and the composition of the leaves used for infusion.
2. Describe the coffee plant and the nature of the constituents of a "cup of coffee."
3. Describe the plant producing opium, and the nature of its poisonous principles.

Subdivision II.—Systematic Botany.

SYSTEMATIC BOTANY.—1st Paper.

(Theoretical Part.)

Section I.

1. What are the characters which distinguish the class of Monocotyledonous plants?
2. What are the characters that distinguish Dicotyledonous plants?
3. What are the distinguishing features of the principal groups of Cryptogamous plants?

Section II.

1. What are the characters and principal forms of the Desmdiaceæ?
2. What are the characters and principal forms of the Diatomaceæ?
3. What are the structure, nature, and properties of the natural order of Fungi?

Section III.

1. Define the order Graminaceæ and name the principal useful British species.
2. What are the distinguishing points of structure between the genera Avena, Festuca, Hordeum, and Triticum?
3. What are the distinctions between Graminaceæ, Cyperaceæ, and Liliaceæ; and the characters of the genera Triticum, Hordeum, Avena, Secale, and Oryza?

Section IV.

1. What are the structure and properties of the order Solanaceæ?
2. What are the structure and properties of the order Boraginaceæ?
3. What are the principal structural differences between Scrophulariaceæ, Solanaceæ, Labiatæ, and Boragniaceæ?

Section V.

1. Describe the structure and properties of the order Cucurbitaceæ.
2. Describe the structure and properties of the order Rosaceæ.
3. Describe the structure and properties of the order Leguminosæ.

Section VI.

1. Give a botanical description of the common dandelion.
2. Give a description of the common thistle.
3. Define Asteraceæ, Cichoraceæ, and Cynaraceæ; and give an account of the structure of an example of each sub-order.

SYSTEMATIC BOTANY.—2nd Paper.

(Practical Part.)

Section I.

To what natural orders do the plants marked 1 to 10 belong? (*Two marks will be given for each correct answer.*)

Section II.

What is the species, genus, and natural order of the plants marked I. to X.? (*Four marks will be given for each correct answer.*)

Section III.

Give a botanical description of the plants marked A, B, or C.

Section IV.

What was the nature and general structure of the fossil plants marked A, B, C, D, E, F.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

Papers given to Candidates in the Examination for Science Certificates, held at South Kensington, November 1862.

Except when otherwise specified, three hours were allowed for each paper.

Directions given out with the Papers in Group I.

Write your name legibly on the top left-hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sec. VII. Ques. 2.

You are not permitted to attempt more than one question in each section.

It is not necessary that you should have answered a question in each section to obtain a certificate; the Examiner will take into consideration, according to the questions you answer, what might fairly have been done in the time allowed; therefore, do not attempt by bad drawing to hurry on the question. The number of sections is given solely to afford you a greater choice of subjects.

GROUP I.—GEOMETRICAL DRAWING.

Subject I.—Practical Plane and Solid Geometry.

Examiner, Professor Bradley.

PLANE GEOMETRY.

Three hours allowed for sections 1, 2, 3, and 4, and three hours for sections 5, 6, and 7, together with the paper on isometrical and perspective projection.

The constructions must be accurate, neatly drawn in ink with fine lines, and those of construction dotted; the principle on which the solutions are based to be clearly shown in the drawing, no written explanations beyond a few words of reference are admissible and no calculations to be employed.

No credit will be given for any solution not strictly complying with the conditions of the question.

Section I.

1. Draw an equilateral triangle of 1 inch side; on the side AB draw a square, on the side BC an equilateral pentagon, and on the side AC an equilateral hexagon, the original triangle being within all the three polygons.
2. Draw lines at ·05 of an inch over the triangle, parallel to the side AB.
3. Draw lines at ·1 inch over the portions of the figure, not contained within the triangle or square, and parallel to the sides BC, and AC, respectively.

Section II.

1. Divide the circumference of a circle of 2 inches radius into six arcs, in the proportion of 2 : 3 : 4 : 5 : 6 : 7, and draw the radii through the points of division.
2. Draw tangents to the circle at each point of division, and from the intersection of these tangents as centres describe arcs of circles to touch the radii.
3. Add to the foregoing constructions the circles inscribed in each sector touching the two radii and the original circle.

(These two sections are intended to try the candidate's power of neat drawing of lines, and accurate construction.)

Section III.

1. Draw an equilateral triangle, a square, and a regular pentagon, each of 5 inches area.
2. Verify the construction by reducing the two latter figures to equilateral triangles.
3. Verify the construction also by reducing the triangle and pentagon to equivalent squares.

Section IV.

1. Construct a triangle, the sum of the sides being 7·5 inches, and those sides as 4 : 5 : 6.
2. The base of a triangle of the same perimeter is 2·5 inches, the ratio of the remaining sides as 2 : 3.
3. Bisect this last triangle by a line parallel to the base.

Section V.

1. Determine a rectangle of 5 square inches area, but having its sides as 2 : 3.
2. Draw a second rectangle having its sides in the same ratio as the former but of double its area.
3. Determine the side of a square equal in area to the sum of these two rectangles.

Section VI.

1. In a circle of 3·5 inches radius describe two circles of 1 and 1·5 inches radius, each touching the first circle and the other.
2. Draw two tangents to a circle of 3·5 inches radius, the tangents to contain an angle of 50°.
3. From a point, 3 inches distance from the circumference of the same circle, draw a line to cut the circle so that the chord cut off by the circle shall be equal to the remainder of the line between the point and the circumference.

Section VII.

1. Two straight lines contain an angle of 65°. Take a point within the acute angle 1·5 inches and 2·5 inches from the lines, describe an ellipse which having that point from it centre shall have the two lines for tangents.
2. A point F is 2 inches from an indefinite straight line; determine the curve line every point of which is equidistant from F and the line.
3. Determine the curve line, every point of which is at distances from F and the line which are in the constant ratio of 3 : 2.

SOLID GEOMETRY.

Section I.

A square 2 · 5 inches side to be represented in plan and elevation.

1. When two sides are equally inclined to the horizontal plane at 30°.
2. When one side is inclined at 20° and another at 40°.
3. When its two diagonals are inclined at 20° and 40°.

Section II.

An octagon of 1 inch side to be represented in plan and elevation.

1. When its plane is inclined to the horizon at 40°, and one diameter of the polygon is inclined at 20°.
2. When two diameters at right angles are inclined at 20° and 40°.
3. When two diameters containing an angle of 45° are inclined at 20° and 40°.

Section III.

A prism 4 · 5 inches long with an octagonal base of 1 inch side, to be represented by plan and elevation.

1. When its edges are horizontal and inclined at 30° to the vertical plane.
2. When its edges are inclined to the horizontal plane at 50° and one diameter of the base is inclined at 20°.
3. When a line passing through the centre of the base, and one corner of the other end, is vertical; elevation at pleasure.

Section IV.

A pyramid of the same height and base as the prism to be represented by plan and elevation.

1. When one face is horizontal: elevation on a plane at pleasure.
2. When one edge only is horizontal and one face inclined at 22°.
3. When the solid hangs vertically suspended from one corner of the base.

Section V.

Supposing the prism of Section 3 cut into two equal volumes by a plane inclined to its edges at an angle of 60°; represent one of the pieces.

1. When resting on the plane of the section.
2. When the plane of the section is vertical.
3. When its edges are horizontal and the plane of the section is inclined to the horizon at 70°.

Section VI.

A cylinder 4 · 5 inches long and 3 · 5 inches in diameter is cut by a plane inclined at 50° to the straight lines on the surface and touching the circular end in one point.

1. Draw the plan of the solid when resting on the oblique section.
2. When the solid lies on the horizontal plane, the plane of the oblique section being inclined at 70°.
3. Draw the figure which is the development of the cylindrical surface.

Section VII.

A sphere of 1 · 5 inches radius lies on the horizontal plane: determine its shadow on that plane.

1. By a candle at 6 inches from the surface of the sphere and 8 inches above the plane.

2. When the candle is just 3 inches above the plane but at the same distance of 6 inches from the surface.
3. Determine that part of the shadow which will, in the latter case, fall on a plane inclined at 60° to the horizontal plane but touching the sphere.

ISOMETRICAL AND PERSPECTIVE PROJECTION.

The candidate must understand that strict compliance with the conditions of position of the object to be drawn will be expected, and no projection not in accordance with those conditions will be admitted.

A block 4 inches long, 2 inches wide, and 1·4 inches thick, with a circular hole 1·25 inches diameter passing through its centre.

1. Draw the *isometrical* projection of the block.
2. The same block, supposing a second hole ·7 inch in diameter also through its centre.
3. Add a third hole ·5 diameter also through the centre of the end of the block.

The distance of the eye, or vertex of projection, from the plane of the picture is 8 inches.

Section I.

1. Draw the *perspective* projection of the same block of wood (omitting the hole) when it stands on a horizontal plane 25 inches below the eye; the plane of the face of the block being inclined at 40° to the plane of projection and the nearest vertical edge of the block 3 inches distant from that plane.
2. The same figure with the circular hole through it.
3. The same block when one short edge only is in the horizontal plane and the longest edges are inclined to it at 30°, in other respects at pleasure.

Section II.

1. Draw the projection of the same block in any position at pleasure provided no edge is parallel to the plane of projection, but showing all three holes through it.
2. Draw the projection when one diagonal of the solid is perpendicular to the plane of the picture.

   (The candidates who attempt these two questions are advised to obtain the figures from the projection of a rectangular block inclosing the proposed one, but having its edges horizontal or parallel to the plane of the picture, and to omit the holes if not clear about the mode of representing them.)
3. Deduce the perspective projection of the block from an orthographic projection made on the plane of the picture.

MECHANICAL AND MACHINE DRAWING.

This paper with the following directions was sent to the candidates to be worked by them at home; 6 days were allowed for it.

Directions.

Write your name and address legibly on the top left-hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sec. VII. Ques. 2.

The number of questions you are permitted to attempt in each section is specified on the paper.

On your drawing you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be sent addressed—

To "The Secretary," or "The Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on
N.B.—They need not be prepaid.

N.B.—Where no scale is specified it is left to the candidate's judgment, but in every case he must specify the scale he employs. As ample time is allowed for the drawings the candidate is to make, they must be carefully finished and shaded sufficiently to express the forms. No credit will be given for any drawing obviously varying from the conditions of the question.

Sections I., II., III., refer to the accompanying figured sketch* of a vertical drilling machine. Make the following drawings to any scale at pleasure of not less than $\frac{1}{5}$ nor greater than $\frac{1}{2}$. Not more than four separate drawings from the first three, and one from each of the other two sections, to be made by any one candidate.

Section I.

1. A complete plan of the machine.
2. A front elevation of it.
3. The side elevation shown in the sketch.
   (N.B.—The teeth of the bevils need not be shown in either of these drawings.)

Section II.

1. The "bracket" detached. Scale, $\frac{1}{3}$.
2. The lever to be shown both in plan and elevation, and the pulley by means of which the weight is raised by hand to release the tool.
3. The mitre bevils, showing their teeth. Scale, $\frac{1}{4}$.

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* A copy of this sketch may be obtained on application to the Secretary Science and Art Department, South Kensington, London, W.

Section III.

1. A section of the drum. Scale, ½.
2. One of the pillar blocks or "cushions" supporting the axles: full size.
3. The detached parts of this block to be given in addition.

(N.B.—The cylindrical spindle, carrying the tool in the socket at the lower end of it, slides freely vertically in the two collars, the upper having the bevil keyed on it, the other resting on the friction wheels of the lever.)

Section IV.

1. Show by two figures a "cushion" or bearing for an axle admitting of lateral adjustments by screws.
2. Show, in outline, the action for throwing two bolts of a lock in directions at right angles.
3. Show the action for placing the "blank" under the die and for removing the coin when struck off.

Section V.

1. Show how the motion of a shaft can be reversed by a coupling.
2. Show Whitworth's circular nut for varying the feed of the tool in a slotting machine.
3. Show by two or more separate figures the action of any one of the recently patented sewing machines.

Section VI.

1. Show by a front and side elevation the construction of a crank on the paddle shaft of a steam-boat. Scale, ¼ to ½.
2. Add to this crank the head of the piston-rod in the direct-action oscillating engine.
3. Complete this figure by the half-section and half-elevation of the metallic piston. (The whole length of the piston-rod need not be shown.)

Second Paper worked at South Kensington.

Six hours were allowed for this paper.

Subjects of pencil outline drawings, of which three only are to be made by any one candidate.

1. Some arrangement for producing parallel motion of a bar and partaking of its motion in other directions, as in the table of a planing machine or printing press, for example.
2. Some arrangement for producing a jogging motion, as of the hopper of a mill.
3. Some arrangement for increasing the velocity in return of an alternating rectilinear motion, as in a shaping machine or planing machine.

(If a candidate combines 1 and 3 in one drawing it will be considered as two.)

4. Show how an alternating rectilinear motion is produced by coupled segmental wheels or sectors acting on a rack.
5. Show how a ratchet wheel may be moved through half the space occupied by one tooth, by means of two clicks fixed on a rocking bar.

(The anchor escapement of a clock is not included in this question.)

6. Draw four or five links of an endless chain as employed in machinery, as in a dredging machine, or pump, etc.
7. Draw a break as applied by one action to two wheels of a locomotive.

Whatever detail is shown in these figures must be drawn in a workmanlike manner.

Subject III.—BUILDING CONSTRUCTION.

BUILDING CONSTRUCTION.

This paper with the following directions was sent to the candidates to be worked by them at home; 6 days were allowed for it.

DIRECTIONS.

Write your name and address legibly on the top left-hand corner of each sheet of drawing paper you use.

Write the number of the section and the number of the question which you attempt, above the solution, thus—Sec. VII. Ques. 2.

The number of questions you are permitted to attempt in each section is specified on the paper.

On your drawings you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be sent addressed—

To "The Secretary," or "The Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on
N.B.—They need not be prepaid.

Sections I., II. refer to the accompanying figured sketch* of a railway carried in a tunnel through the embankment, on the top of which a canal runs. Only three drawings to be made from these, and one from each of the other sections, by any one candidate. As ample time is allowed the drawings must be correctly and carefully drawn, and the sectional parts tinted to express the materials employed. No credit will be given for any drawing obviously varying from the conditions of the question.

SECTION I.

1. A plan of the canal with the towing paths, parapets and embankment, the tunnels and rails beneath to be shown in dotted lines as under the canal. Scale, 10 feet to an inch.
2. A plan of the tunnels with the wing walls, etc., the canal above to be shown in dotted outline. Same scale.
3. An end elevation on a plane parallel to the mouths of the tunnels. (N.B.—The arches are oblique ones.) Scale, 8 feet to an inch.

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* A copy of this drawing can be obtained on application to the Secretary, Science and Art Department, South Kensington, London, W.

Section II.

1. A cross sectional elevation of the canal and its parapet walls, etc., to be made on the line C D. Scale, 10 feet to an inch.
2. A similar section through the tunnel, showing the sectional elevation of the canal above. Same scale.
3. A longitudinal section of the whole work on the line A B, comprising the elevation of the wing walls, etc., etc.

(The sketch is intentionally left incomplete, both as to dimensions and details, the object being that the candidate should show his knowledge of construction by supplying the deficiencies.)

Section III.

1. A very strong iron railing with standards at every 10 feet, and 7 feet high, is carried on the top of a dwarf wall, 14 inches thick, with piers to receive the standards. This railing is supported on an iron moulded coping, firmly secured to the wall, so as to resist the pressure of the wind on the railing. Draw a cross section, showing how to secure the coping to the wall.
2. Add to the section an elevation of the wall, taking in about two of the piers and standards.
3. Add, in a separate figure, the contrivance you propose for bolting down the coping to the brickwork, to a larger scale than that of the others.

Section IV.

Give a design for a timber truss bridge, to connect a steamboat pier with the floating barge. The bridge to be 70 feet long and 6 feet wide; the tide is supposed to rise and fall 20 feet.

1. A side elevation of the bridge.
2. Add a cross section, to show the flooring.
3. Add detached figures of the hinges connecting the bridge with the fixed part of the pier, and also of such parts of the framing as seem to require further explanation.

Second Paper given and worked at South Kensington.

Questions to be answered in writing, and subjects for outline drawings in pencil by the candidates for certificates in Building Construction.

N.B.—No candidate to answer more than four questions in writing, nor to make more than four drawings or sketches in illustration of, or in addition to, those answers.

1. Mention the materials *most* commonly employed in building, as artificial or natural stones, timber and metals, etc., naming which of each kind is most preferable for different purposes.
2. Draw the section (to scale) of a gutter with templet, tie-beam, bearers, blocking course or parapet, etc., naming the material of each part, as illustrating question 1.
3. Why was the use of iron cramps in masonry generally speaking discontinued, and what is substituted for them?
4. Give (to scale) two sections of iron girders having the greatest strength with the least area of section.
5. What is the reason why retaining walls are usually built with a curved face or batter?
6. Draw (to scale) the section of such a wall for 30 feet depth of earth behind it.

7. What limits the length of a girder of one span, whether timber or iron? Why may not the length in the latter case be indefinitely increased by increasing the area of cross section?
8. Give to scale a section of two kinds of flooring, one consisting of timber, one of iron.
9. In building a brick arch of given span and rise would you increase its strength by a greater thickness or by setting the bricks in cement?
10. Give a design for a roof of considerable span without a tie-beam, as calculated for a hall or church, and either of timber or iron (no ornamentation to be shown).
11. Why are arches generally arcs of circles, and why are circular or elliptical arches the only ones ever employed?
12. Draw three outlines of a Gothic arch of the same span and rise, one of two equal arcs of circles, one of combinations of circular arcs (a "four centred" arch), one of two equal parabolic arcs, the vertex of each parabola being at the springing.

GROUP II.—MECHANICAL PHYSICS.

Subject I.—Theoretical Mechanics.

Examiner, Rev. B. M. Cowie, B.D.

THEORETICAL MECHANICS.—1st Paper.

Section I.

1. How can a line represent a pressure? Under what condition will three pressures acting on a body keep it at rest?
2. Find the resultant of two pressures acting in parallel directions on a body, and define a statical couple.
3. Two small unequal spherical balls are put into a large hemispherical basin; when they are at rest draw all the pressures and indicate their directions. (No calculation required.)

Section II.

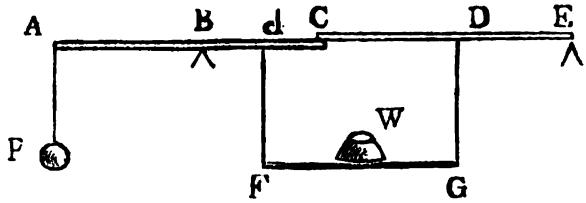
1. A workman sometimes uses his pickaxe as a lever. Explain the pressures called into action in such a case.
2. In using a pair of nutcrackers, what is the nature of the reaction at the hinge?
3. Why is it easier to carry two pails with a hoop keeping them asunder than it is to carry them alone in the same relative position? Explain the nature of the strain on the hoop.

Section III.

1. Define centre of gravity. Find that of a triangle.
2. A quadrilateral being traced upon paper, find its centre of gravity without a scale.
3. Find the centre of gravity of a solid formed by uniting a cylinder 4 inches long, diameter 2 inches; and a cone whose altitude is 4 inches, and diameter of base 2 inches; (1) when the base of the cone is applied to the base of the cylinder; (2) when the axes are in the same straight line and the vertex of the cone touches the centre of the base of the cylinder.

Section IV.

1. Explain the expressions "resistance of a surface," and "limiting angle of resistance."
2. Show that when a body rests on a horizontal plane, the smallest pressure that will bring it into a state bordering on motion will act in a direction inclined to the horizon at an angle equal to the limiting angle of resistance.
3. (P) hanging at A, balances (W) on F G, which is suspended by strings from *d* D. Find the relation of P : W, and show that if B*d* : DE :: BC : CE, it does not matter where W rests on the rod FG.



Section V.

1. Define *accelerating force, velocity, moving force.* State the second law of motion; how would you attempt to make it evident?
2. Through how many miles would a body falling freely from rest pass in the first minute?
3. A body is dropped from a height of 800 feet; at the same moment another is projected vertically upwards with a velocity of 150 feet per second; where and when will they meet?

Section VI.

1. Show that the curve described by a projectile in a vacuum would be a parabola, whose axis is vertical.
2. A weight P is hanging over the edge of a table by a string, which is fastened to another weight W resting on the table. Find an expression for the accelerating force (1) when the table is smooth, (2) when it is rough. (The weight of the string to be neglected.)
3. Explain the principle of virtual velocities, and verify it in the case of two pressures in equilibrium on a straight bar capable of moving round a fixed point.

Section VII.

1. What is the nature of centrifugal force, and how is it measured?
2. What is meant by "work accumulated in a moving body?" Find an expression for it when a body is moving round a fixed axis.
3. Define "moment of inertia," "radius of gyration." If a heavy beam is revolving about an axis perpendicular to itself through one end, what is its radius of gyration?

Section VIII.

1. If a second's pendulum be carried one mile below the surface of the earth, how many vibrations will it make in a day? (Take the earth's radius as 4,000 miles, and consider it to be a sphere.)
2. What mechanical considerations show that the earth must be a figure different from a sphere?

3. A ball is suspended by an elastic string; suppose it suddenly pulled down through a small space, determine the time of vibration, and all the circumstances of the motion.

THEORETICAL MECHANICS.—2ND PAPER.

SECTION I.

1. How is mechanical "work" increased by the rigidity of ropes? Take the simple case of a single fixed pulley as an illustration.
2. What property of the cycloid renders it interesting in mechanics? How can a pendulum be made to vibrate in a cycloid?
3. What was the method adopted by Bessel to calculate the numerical value of the accelerating force of gravity?

SECTION II.

1. How would you show that pressure is transmitted by fluids in all directions without becoming diminished.
2. When two fluids that do not mix are placed in a bent tube whose parallel legs are vertical, show that the altitudes of the surfaces above the common surface of the fluids are inversely as the specific gravities of the fluids.
3. The pressure of a fluid on a surface wholly immersed in it is equal to the weight of a column of fluid whose base is the surface pressed, and altitude the depth of the centre of gravity of the surface. Prove this.

SECTION III.

1. A spherical ball, radius 2 inches, is wholly immersed in a fluid of specific gravity 1·47. Its centre is 5 inches below the surface. Find the whole pressure upon the sphere in ounces.
2. How is the "centre of pressure" defined, and how is it to be found in the case of a plane surface immersed in a fluid? (Indicate the method, without calculation.)
3. Prove that the depth of the centre of pressure of a rectangle one side of which is in the surface of a fluid is to the depth of the centre of gravity as 4 : 3.

SECTION IV.

1. When a body floats in a fluid, what are the laws of equilibrium? Prove them to be true.
2. What is the "metacentre" of a floating body? Why is a ship in ballast more stable than one with an empty hold? (Give a clear explanation without algebraic calculations.)
3. A small cylindrical cup (exterior dimensions, radius of base 2 inches, height 6 inches) whose weight is 2 ounces, floats in water. The thickness of the material is $\frac{1}{10}$ of an inch. How much mercury can be poured into it without causing it to sink? (Sp. gr. of mercury = 13·598.)

SECTION V.

1. What is an undulation? Explain "interference of waves."
2. How would you prove that "air has weight?"

3. What is a "barometer?" How is it constructed, and what are its chief uses? When the upper surface of the mercury sinks half an inch, is that the exact variation in the weight of the atmosphere?

Section VI.

1. Describe experiments which show the elastic force of air.
2. How can it be shown that the pressure of a gas is inversely proportional to the space it occupies?
3. Is the pressure of the atmosphere affected by the quantity of vapour it contains? How is that quantity ascertained?

Section VII.

1. When water issues from an orifice in the side of a vessel containing it, what is the form of the jet? By what means can the efflux be increased?
2. How can it be shown that air is necssary to the propagation of sound from one body to another? (No solid or liquid connecting them.)
3. What is the cause of the *Echo?* Illustrate your answer by a diagram.

Section VIII.

1. How would you show that friction takes place between solids and liquids, and between the particles of fluids themselves?
2. If a vessel containing fluid were made suddenly to rotate about a vertical axis, what form would the surface of the fluid assume? Give reasons for your answer.
3. Steam of pressure P lbs. to the square inch, is admitted into a cylinder of given dimensions, and drives the piston before it through one-third of the stroke; it is then cut off and left to work expansively. How is the work done to be calculated?

Subject II.—Applied Mechanics.

APPLIED MECHANICS.—1st Paper.

Section I.

1. What is the meaning of "modulus of elasticity?" The modulus of elasticity of copper wire being 17,000,000, determine the elongation of a wire 12 feet long, whose section is the $\frac{1}{100}$ part of a square inch, under a pressure of 100 lbs.
2. If 12 iron wires each $\frac{1}{10}$ of an inch in diameter just sustain a weight of 3 tons, what is the *tenacity* of iron wire?
3. What is the "modulus" of a machine? The diameter of the piston of an engine is 80 inches, the mean pressure of the steam 12 lbs. per square inch, the length of the stroke 10 feet, the number of strokes per minute is 10. It raises 50 cubic feet of water per minute from a depth of 250 fathoms. What is its modulus?

Section II.

1. How is the stability of a wall, subjected to given pressures, to be estimated? Give some simple illustration.
2. How is the pressure of earth against a revetment wall to be estimated? Give a diagram.

3. A wall of brickwork is to be built round a reservoir 20 feet deep, its slope is inward, it is 1 foot thick at the top and 10·74 feet thick at the bottom; when the reservoir is full the line of resistance will cut the base 6 inches within the extrados. Show how the calculations are to be made.

Section III.

1. What is the "*Hunting Cog*" in toothed wheels? What is the object of introducing it?
2. What is the property of epicycloidal curves which makes them useful in drawing teeth of wheels? Define the curve, and prove the property in question.
3. A rack has to drive a pinion which carries pins; what is the proper form for the teeth of the rack? Give any other convenient form where the rack is the driver and the pinion the follower.

Section IV.

1. By what mechanical contrivance is the advance of the piece of timber in sawing machinery secured at the end of each stroke? Sketch it, and show the action.
2. Describe the "*Recoil*" escapement.
3. When motion round an axis is communicated to another axis at right angles to it, by bevil wheels, draw and describe a simple reversing motion. (The driving shaft is to turn constantly in the same direction, the other shaft to admit of instantaneous reversed motion.)

Section V.

1. Explain the construction of the *Fusee* in a watch.
2. Show a mechanical contrivance by which a shaft revolving uniformly may communicate a *variable* angular velocity to another shaft (admitting, in this case, of reversion).
3. Explain the combination called the *toggle joint*. Show how it is applied in the power loom.

Section VI.

1. Explain the construction of the tubular girder.
2. What should be the shape of a beam of uniform strength throughout, when resting on two points of its extremities, it carries a given weight at a given point of it.
3. Where is the tendency to break greatest in a circular arch (1) loaded on the top; (2) when loaded at a given point?

Section VII.

1. What is the line of pressure in an arch of stone voussoirs? What two conditions must be fulfilled at the points where the line of pressure meets each joint in order to ensure equilibrium?
2. What is the form of a chain hung between two points? Give the chief properties of the curve.
3. In the preceding case, what is the tension at any point? Show that if a uniform chain hang freely over any two points, the extremities of the chain will lie in the same horizontal line, when the chain is in equilibrium.

APPLIED MECHANICS.—2ND PAPER.

SECTION I.

1. Give a simple account of the action of a common pump.
2. Explain the construction of the fire-engine.
3. Describe the construction and mode of action of a good air-pump, and calculate the density of the air left in the receiver after a given number of strokes.

SECTION II.

1. Explain the terms *overshot*, *undershot*, and *breast* wheel. Show how each one of them acts.
2. In an overshot wheel prove by calculation that a regular or uniform angular velocity is attained.
3. Describe the construction and action of *Barker's Mill*, or the *Turbine*.

SECTION III.

1. Explain the action of the syphon. When the surface of the water has sunk to the level of the extremity of the shorter leg, what becomes of the water in the syphon?
2. Describe the action of the *Spiral Pump* or *Zurich Machine*.
3. Explain the action of the hydraulic ram, and show how the same principle acts in the suction ram.

SECTION IV.

1. Explain the construction of Nicholson's hydrometer. Show how it must be used to compare the specific gravity of a liquid and of a solid?
2. Explain the construction and action of the *Stereometer* for measuring the volumes of small solids which cannot be immersed in water.
3. Describe and draw the marine screw propeller, and explain its action.

SECTION V.

Describe and draw one of the following machines.

1. A steam hammer.
2. A jib crane.
3. A common clock.

SECTION VI.

Describe and draw one of the following machines.

1. A foot-lathe.
2. A punching machine.
3. A marine steam engine.

SECTION VII.

1. Describe a self-registering barometer.
2. What are the chief results of experiments to ascertain the amount of resistance offered by water to moving bodies?
3. Explain the difference between the phenomena of tides in rivers, and in the open seas. What is the "*Establishment of a Port?*" In some places there are *four* tides in twenty-four hours: how can this be explained?

GROUP III.—EXPERIMENTAL PHYSICS.

Subject I.—Acoustics, Light, and Heat.

Examiner, Professor Tyndall, F.R.S.

ACOUSTICS, LIGHT, AND HEAT.

Section I.

1. When an open pipe sounds its deepest note, what is the state of the column of air within it? How would you make this state evident by experiment?
2. When a bell sounds its lowest note, in what manner does it vibrate? What other modes of vibration are possible to the bell?
3. It is possible to determine the velocity of sound in wood, in metal, or in gas, from the pitch of the note produced by a rod of the wood or metal, or by a column of the gas: describe and explain the procedure.

Section II.

1. Describe some method of expressing numerically the relative luminous powers of the lime light, a gas jet, and a common candle.
2. Describe how the velocity of light has been determined from the eclipses of Jupiter's satellites.
3. What is meant by the aberration of light, and how has the aberration of light been applied to the determination of the velocity of light through space?

Section III.

1. Why are shadows cast by the sun less sharp than those cast by the electric light? Show by a sketch the character of the moon's shadow in space.
2. Prove that in a common looking glass the image is seen as far behind the looking glass as the object is before it.
3. State the circumstances under which the rays reflected from a concave spherical mirror have a real focus and a virtual focus.

Section IV.

1. What is meant by the spherical aberration of a lens? How would you show it experimentally?
2. What is meant by the chromatic aberration of a lens? How would you show it experimentally?
3. How do you explain the colours of natural bodies?

Section V.

1. What is the meaning of the coefficient of expansion—linear, superficial, and cubic? Show that the superficial coefficient is sensibly twice, and the cubic coefficient sensibly three times the linear coefficient.
2. All gases have nearly the same coefficient of expansion: what is the coefficient in the case of air? State the deviations from this coefficient, and what you suppose to be their cause.
3. State the object, and illustrate by a sketch, the construction of the gridiron pendulum.

Section VI.

1. Whence do you suppose the heat of the human body to be derived? Explain the action of clothing.
2. Show by a sketch and give a description of the constitution of the flame of a common candle.
3. You enter a Turkish bath at a temperature of 80° above that of the human blood; still, however long you remain the blood temperature does not become augmented by more than two or three degrees: what is the reason?

Section VII.

1. A pound of steam at 212° is condensed in 14 lbs. of water having an initial temperature of 50°: what is the final temperature of the water.
2. A pound weight of a metal at a temperature of 200° is immersed in 2 lbs. of water having a temperature of 50°; the temperature of the water is thereby raised to 55°: what is the specific heat of the metal?
3. By means of a glass lens I converge a solar beam upon the naked glass bulb of a sensitive air thermometer, the thermometric column shows no sign of heat: why?

Subject II.—Magnetism and Electricity.

Examiner, Professor Tyndall, F.R.S.

MAGNETISM AND ELECTRICITY.

Section I.

1. A bar of iron is suspended horizontally over a bar magnet which lies upon a table: what is the magnetic condition of the bar of iron?
2. Supposing you wish to show the *repulsion* of that bar of iron by a magnet, how would you proceed, and what precautions would you deem necessary?
3. State what you know regarding the change in the direction of the dipping needle, and the intensity of the force acting on it as you proceed from the earth's equator towards the poles. In what way does the variation of intensity manifest itself?

Section II.

1. You are required to demonstrate by experiment before a class the general laws of magnetic attraction and repulsion: how will you proceed?
2. Show by a sketch the manner in which you suppose magnetism to be distributed in a straight bar magnet; and give your reasons for adopting such a distribution.
3. You are furnished with two bar magnets of the same size, but of different powers, and a small magnetic needle; and are required to determine accurately their comparative powers by their action on the needle: how will you proceed?

Section III.

1. A positively electrified body is brought near the knob of a gold leaf electrometer, the leaves diverge: what is then the condition of the instrument? The electrified body is removed, and the leaves collapse: why?
2. When the electric and magnetic forces are said to vary inversely as the square of the distance, what is meant? State clearly the conditions under which the law holds good.
3. State the resemblances and differences which exist between magnetic induction and electric induction.

Section IV.

1. If you place a common sewing needle on the prime conductor of an electric machine you cannot obtain long sparks from the conductor: why?
2. Give a general statement of the two-fluid theory of electricity, and state in the language of this theory the fundamental laws of electric attractions and repulsions.
3. Describe the torsion balance, and give an example of its use in determining the laws of electric action.

Section V.

1. A light ball is suspended between the knobs of two Leyden jars, one charged positively, the other uncharged, the ball oscillates for a time from knob to knob: explain why?
2. From the outside of the uncharged jar in the last experiment you are required to charge a third jar with positive electricity: how will you arrange the experiment?
3. Describe and explain the experiment which led to the discovery of the Leyden jar. Why in charging a jar do you bring the outer coating in connexion with the earth?

Section VI.

1. Placing a bit of zinc *upon* the tongue and a bit of silver under it, a peculiar taste is experienced when the metals are caused to touch each other, what is the cause of this?
2. Supposing you wished to show your class that an electric current is developed when you cut a lemon or a beefsteak, using a steel knife and a silver fork: how would you proceed?
3. Describe the construction of the multiplying galvanometer with astatic needle.

Section VII.

1. Describe Volta's pile, and his crown of cups.
2. State the chemical effects which occur in a cell of Grove's battery.
3. Prove that in the tangent compass the strength of the current is proportional to the tangent of the angle of deflection.

GROUP IV.—CHEMISTRY.

Subject I.—INORGANIC CHEMISTRY.

Examiner, Professor HOFMANN, LL.D., F.R.S.

INORGANIC CHEMISTRY.

SECTION I.

1. Describe a *chemical* process by which hydrogen, and one by which oxygen may be prepared from water.
2. What is the action of chlorine upon hydrate of lime at the common temperature and at the temperature of boiling water?
3. V volumes of sulphuretted hydrogen are decomposed by an excess of bromine: how many volumes of hydrobromic acid are generated by this reaction? State the mode of reasoning whereby the result has been arrived at.

SECTION II.

1. The formula of alum is $KO,SO_3 + Al_2O_3, 3SO_3 + 24\ HO$, what is the composition of the salt in 100 parts? The following equivalents to be used,—

$$\begin{aligned} H &= 1 \\ O &= 8 \\ S &= 16 \\ K &= 39 \\ Al &= 13{\cdot}7 \end{aligned}$$

   Give such numerical details as will show the method of calculation.
2. Describe the method of estimating chlorine, bromine, and iodine, when the three elements occur together.
3. V volumes of a hydrocarbon Cn Hn is submitted to combustion. How many volumes of oxygen are required for its complete combustion, and how many volumes of carbonic acid gas are generated?

SECTION III.

1. Give a definition of the terms acid, base, and salt.
2. Give an outline of the processes involved in the manufacture of sulphuric acid.
3. The formula of the mineral stilbite usually adopted by chemists is $CaO, SiO_3 + Al_2O_3, 3\ Si\ O_3 + 6\ HO$. In this formula the symbols have the following values,—

$$\begin{aligned} H &= 1 \\ O &= 8 \\ Al &= 13{\cdot}7 \\ Si &= 21 \\ Ca &= 20 \end{aligned}$$

   What is the formula of stilbite, if the following equivalents be used,—

$$\begin{aligned} H &= 1 \\ O &= 16 \\ Al &= 27{\cdot}4 \\ Si &= 28 \\ Ca &= 40 \end{aligned}$$

   Give such numerical details as will show the mode of calculation.

Section IV.

1. Describe one of the methods of estimating the amount of oxygen in atmospheric air.
2. The specific gravity of chlorine, referred to that of hydrogen as unity, is 35 · 5. What is the specific gravity of hydrochloric acid referred to that of hydrogen as unity?
3. Describe the action of sulphur on the alcaline carbonates at a high temperature, and the deportment of the resulting product under the influence of atmospheric air and acids.

PRACTICAL EXAMINATION IN ANALYSIS.

1. Qualitative analysis of a mixture consisting of two acids and two bases soluble in water or acids.
2. Qualitative analysis of a mixture consisting of two acids and two bases partly or entirely insoluble in water and acids.
3. Qualitative analysis of more complex mixtures.

State the method of examination in detail and tabulate the result of the analysis at the bottom of the page.

Substances found.

Bases.	Acids.	Traces.

Subject II.—Organic Chemistry.

ORGANIC CHEMISTRY.

Section I.

1. What is soap?
2. How is acetic acid converted into acetic anhydride?
3. The analysis of a basic compound consisting of carbon, hydrogen, and nitrogen, furnished the following results,—

   0 · 250 grammes of substance gave on combustion
   0 · 632 „ carbonic acid (CO_2)
   0 · 337 „ water.

   The base forms, with hydrochloric acid and bichloride of platinum, a crystalline platinum salt

   0 · 500 grammes of double salt left on ignition,
   0 · 168 „ platinum.

What is the per-centage composition of the base, and what is its formula? Give such numerical details as will show the method of calculation.

Equivalents to be used.

$C = 12$
$H = 1$
$N = 14$
$O = 16$
$Pt = 98 \cdot 7$
$Cl = 35 \cdot 5$

Section II.

1. How is benzoic ether prepared?
2. Describe the method of determining carbon and hydrogen in an organic compound.
3. Describe the action of metallic zinc upon iodide of ethyl and the products which are formed in the reaction.

Section III.

1. Describe the composition and the preparation of acetone.
2. State the preparation, the composition, and the three principal transformations of oil of bitter almonds.
3. Given all the inorganic reagents of the laboratory and of organic substances, moreover benzoic acid $C_7H_6O_2$ and succinic acid $C_4H_6O_4$, how is the substance

$$\left.\begin{matrix} C_6H_5 \\ C_4H_4O_2 \end{matrix}\right\} N$$

prepared?
Express the several reactions in equations.

Section IV.

1. What does the term substitution mean in chemistry? Give some examples of substitutions.
2. How is alcohol converted into glycocoll?
3. Describe the succession of processes by which olefiant gas is transformed into lactic acid.

GROUP V.—GEOLOGY AND MINERALOGY.

Subject I.—Geology.

Examiner, Professor A. C. Ramsay, F.R.S.

GEOLOGY.—1st Paper.

Section I.

1. What is meant by the term *stratified rocks?*
2. Describe the accompanying specimen, No. 1.
3. Explain briefly the object of geological science.

Section II.

1. What is meant by the term *igneous rocks?*
2. Describe the accompanying specimen, No. 2.
3. What is meant by the term *foliation* in relation to metamorphic rocks?

Section III.

1. Name the *oldest* known formation in the British Islands.
2. Give examples of two *formations* in the British Islands in whole or in part of *freshwater origin*, and state how you know them to be freshwater formations.
3. Draw a longitudinal *section* across any area with which you are best acquainted, *showing the position and names of the formations.*

Section IV.

1. Name some of the *genera of plants* found commonly in the *coal measures.*
2. Name some of the *genera of Cephalopoda* by which you would easily distinguish *oolitic* from *Cretaceous strata.*
3. State the *range in the formations* of the following *genera:* Productus, Pentamerus, Orthoceras, Nautilus, Plesiosaurus, Spirifer, Lingular, Elephant.

Section V.

1. Explain the term *denudation of strata.*
2. By what means has *consolidation of strata* been produced.
3. The *marine cretaceous species* are quite *distinct* from those of the *oolitic rocks:* how do you account for this?

GEOLOGY.—2nd Paper.

Section I.

1. Name several of the formations composed chiefly of *limestone* in the British Islands.
2. Name some of the *fossils* peculiarly *characteristic* of the old red sandstone of *Scotland.*
3. Are there any *formations known on the Continent* which are entirely *absent* in Britain? If so name them.

Section II.

1. Name several of the principal *British coalfields.*
2. Name three very distinct forms of *mineral carbon.*
3. State by what process you suppose so-called *bituminous coal* may have been converted into *anthracite.*

Section III.

1. What is the average *increase of temperature* in descending into the crust of the earth?
2. What connexion is there between *volcanic and earthquake areas?*
3. How do you consider a *mountain chain* to have been formed such as that of the Alps, or of North Wales, etc.

Section IV.

1. Through what *formations* do *Trilobites* range?
2. Of what great *class of rocks* does *Ireland* principally consist?
3. Draw a section, real or imaginary, of a set of *strata* of different kinds showing favourable conditions for the construction of an *Artesian well,* and mark on the section *the best place and depth for boring.*

Section V.

1. Should you expect, or not, to find *coal beneath rocks* containing the following fossils :—Orthis flabellulum, Orthis calligramnia, Bellerophon bilobatus, and Leptœna sericea?
2. Draw a column showing the *succession* of the British *secondary strata*, placing the oldest at the bottom.
3. State the reason why the *palæozoic rocks of Wales*, and its neighbourhood generally, *form a mountainous country*, and the *Secondary and Tertiary rocks* further east *form* in general *Plains and Table-lands*.

Subject II.—Mineralogy.

Examiner, W. W. Smyth, M.A., F.R.S.

MINERALOGY.—1st Paper.

Section I.

1. Give definitions of the geometrical solids a *prism* and a *pyramid*.
2. State what varieties of the above figures are most frequently met with in the mineral kingdom?
3. Explain the derivation of the prism from the pyramid, giving examples of the several forms as exhibited by the crystals of some natural substance.

Section II.

1. State the definition of a *crystal*, and how it is that the term has been misapplied in vulgar language.
2. What are the objects of Crystallography as a science?
3. Describe and give examples of the aid which is afforded to practical mineralogy by the study of crystalline forms.

Section III.

1. Enumerate the various physical characters to be investigated in examining minerals.
2. What is the value of *colour* as a test in distinguishing minerals?
3. Draw up a list of the colours of minerals which may best be taken as standards.

Section IV.

1. Give the physical and chemical characters of *Apatite* and its varieties.
2. Under what circumstances does this mineral occur, and to what purposes is it applicable?
3. Describe the series of minerals which are serviceable as agricultural fertilizers.

Section V.

Describe the several mineral specimens placed before you, and mention the characteristic points by which you recognize them.

MINERALOGY.—2ND PAPER.

SECTION I.

1. How would you distinguish by definition a mineral from a rock?
2. State the principles upon which it has been proposed to group or arrange mineral substances.
3. Draw up a complete scheme, upon any one system, for the arrangement of a collection of minerals.

SECTION II.

1. Give a full description of quartz and its chief varieties.
2. State the distinctive characters of quartz and opal.
3. Describe the circumstances under which these minerals are found, and their probable difference of origin.

SECTION III.

1. Describe the physical characters and composition of the ore from which the metal lead is chiefly obtained.
2. Give a description of four other ores from which, when they occur in quantity, lead may advantageously be extracted.
3. Compare and illustrate by figures the prevalent crystalline forms of the above ores of lead, and of other minerals with which they are likely to be confounded.

SECTION IV.

1. Specify the metals which are found in the *native* state, and under what conditions they thus occur.
2. Enumerate the minerals which are met with in association with stream or alluvial gold.
3. Describe the ores of three metals which are never so found, and give reasons for their not occurring *native*.

SECTION V.

Give the crystalline system and a description of each of the models of crystals placed upon the table, and mention some mineral which crystallises in such form.

GROUP VI.—ANIMAL PHYSIOLOGY AND ZOOLOGY.

Subject I.—ANIMAL PHYSIOLOGY.

Examiner, Professor HUXLEY, F.R.S.

Three hours were allowed for Sections I., II., III., together with an oral examination, and three hours for Sections IV., V., VI., VII., and VIII.

ANIMAL PHYSIOLOGY.

SECTION I.

1. What are the most important chemical elements which enter into the composition of living bodies?
2. Enumerate the leading properties of the substances called albumen, fibrine, and gelatine; and state where they are chiefly found in the human body.

3. What is the chemical composition of bone? By what means can the earthy and the animal constituents of bone respectively be readily obtained in a separate state?

Section II.

1. What is meant by the terms "organ," "organization," "function."
2. When a polype is said to be a "lowly organized" creature, and a man a "highly organized" one, what is the nature of the contrast indicated?
3. What are the products of the waste of the tissues during life?

Section III.

1. Where is the saliva formed, and what is the use of that secretion?
2. Where is the pancreatic juice poured into the alimentary canal, and of what use is it?
3. Where is the spleen? what its structure? and what are its functions?

Section IV.

1. How is carbonic acid excreted from the body?
2. What is the mechanism of the respiratory act?
3. Explain in detail (*a*) the changes undergone by the blood in passing through the lungs, (*b*) the changes in the air of the air-cells of the lungs, (*c*) the nature of the physical process whereby these changes are effected.

Section V.

1. How many teeth has an adult man, and how many has a child of 3 years old? Give the number, names, and characters of the different kinds of teeth in each.
2. What is the nature of the process called cutting the teeth? What teeth in an adult man have no predecessors?
3. How are the teeth originally formed, and what are the characters of the chief structures entering into their composition?

Section VI.

1. What is the natural temperature of the human body, and why does it not become sensibly hotter in an oven or the hot-room of a Turkish bath?
2. To what causes is the warmth of the human body due?
3. Explain in what respects the circulatory system may be compared to a hot-water warming apparatus, and on what conditions of the circulatory system the temperature of any part largely depends.

Section VII.

1. What are the nitrogenous products of waste, and how are they eliminated from the body?
2. What is the average composition of the urinary secretion?
3. What is the structure of the kidney?

Section VIII.

1. What is the ovary?
2. Describe the structure of the human ovum, the course which it takes to reach the uterus, and the changes (judging from analogy) which take place in it while making that journey.
3. Explain the manner in which the "placenta" subserves the nutrition and the respiration of the fœtus.

Subject II.—Zoology.

ZOOLOGY.

Three hours were allowed for Sections I., II., and III., together with an oral examination, and three hours for Sections IV., V., VI., VII., and VIII.

Section I.

1. What are the characters of the class Mammalia?
2. What Mammals are called "implacental," and why?
3. What are the characters of the order Cheiroptera?

Section II.

1. What classes are included under the sub-kingdom Mollusca?
2. To what group of the Mollusca does the common snail belong, and why?
3. What is the nature of the body called "cuttle-bone?" Give an account of the natural history of the animal producing it.

Section III.

1. Is an earthworm a Mollusk, an annulose, or a vertebrate animal? Give the reasons for your reply.
2. An earthworm and a tapeworm are both called "worms." Enumerate the chief differences between them.
3. Give an account of the natural history of the tapeworm.

Section IV.

1. To what division of the animal kingdom does the common sea-anemone belong? Give the reasons for your reply.
2. What are "jelly fishes"? Why do some of them sting severely?
3. Describe the metamorphoses of the *Cyanœa*, or any allied form.

Section V.

1. What are the organisms called Foraminifera?
2. Mention and describe any animal which contributes to the luminosity of the sea.
3. Describe the structure of a sponge in its natural and living state.

Section VI.

1. Describe the dentition, *i.e.*, the number, order, and arrangement of the teeth in the sheep.
2. Describe the dentition of a dog, and contrast it with that of a cat.
3. Trace out the connexion between the habits of life of the animals above mentioned, and their dentition.

Section VII.

1. To what class and order does the common "black beetle" belong? Give the reasons for your answer.
2. How does the progress of the "black beetle," from the egg to the imago differ from that of a butterfly?
3. Contrast the mode of breathing of an insect with that of a spider.

Section VIII.

Name the orders to which the specimens marked 1 to 6 belong.

GROUP VII.—BOTANY.

Subject I.—Vegetable Physiology.

Examiner, Edwin Lankester, M.D., F.R.S.

VEGETABLE PHYSIOLOGY.—1st Paper.

Section I.

1. Name the four "Organic Elements," and the distinguishing chemical properties of each.
2. What are the properties of phosphorus and sulphur, and the compounds in plants into which they enter?
3. What is the nature and origin of the principal salts found in the ashes of plants?

Section II.

1. What is the chemical composition and the properties and physiological uses of cellulose?
2. What is the composition and the properties, and vital relations in the plant of sugar?
3. What is the composition of starch, and its structure and properties and uses in the plant?

Section III.

1. Describe the nature, properties, and varieties of the woody tissue of plants.
2. Describe the various forms of vascular tissue found in plants.
3. Give an account of the epidermis and the various forms of epidermal or appendicular organs.

Section IV.

1. What is the position of leaves on the stem, and what differences are observed in leaves in special groups of plants?
2. Describe the various forms of venation in the leaves of plants.
3. What are the functions performed by the leaf?

Section V.

1. Give an account of the structure of the anther, and the forms it assumes in plants.
2. Describe the structure and varieties in the form of the sepals and petals of plants.
3. What is the function of the pollen?

Section VI.

1. Describe the structure of the seed of Monocotyledonous plants.
2. Describe the structure of the various forms of embryo found in plants.
3. Describe the changes which occur during the germination of the seeds of plants.

ECONOMIC BOTANY.—2ND PAPER.

SECTION I.

1. What are the sources, uses, and chemical composition of kelp and barilla?
2. What are the sources, uses, and chemical composition of the "potash" of commerce?
3. What are the sources, uses, and chemical composition of tabasheer?

SECTION II.

1. Give the sources, composition, and uses of tannic acid.
2. Give the sources, composition, and uses of gallic acid.
3. Describe the sources, composition, and uses of catechu, nut-galls, kino, velonia, divi-divi, myrobalans, and betel-nuts.

SECTION III.

1. Describe the structure and chemical composition of cotton.
2. Describe the species of plants which produce cotton, and name the countries in which they are indigenous.
3. Give an account of the sources of cotton, and the uses to which it is applied in the arts.

SECTION IV.

1. Describe the barley plant, and give an account of its culture and uses.
2. Describe the oat plant, and give an account of its culture and uses.
3. Describe the wheat plant, and give an account of its culture and uses.

SECTION V.

1. Describe the structure, nature, and uses of the wood of plants.
2. What plants yield sugar, and what are its forms, composition, and uses.
3. What plants yield starch, and what are its commercial forms, varieties, and uses.

SECTION VI.

1. Describe the species of tobacco, and the composition and uses of its leaves.
2. Describe the plant yielding tea, and give the limits of its culture and the composition and uses of its leaves.
3. Describe the plants yielding Paraguay tea, and its composition and uses.

Subject II.—SYSTEMATIC BOTANY.

SYSTEMATIC BOTANY.—1ST PAPER.

(Theoretical Part.)

SECTION I.

1. What are the principal distinctions between plants and animals?
2. What is the structure and nature of Volvox Globator?
3. What are the facts that indicate the vegetable nature of the Desmdiaceæ and Diatomaceæ?

Section II.

1. What are the characters of the order of Ferns, and the principal subdivisions of the order?
2. Describe the general structure and principal forms of the Fungi.
3. Describe the general structure and principal groups of the order of Mosses.

Section III.

1. Describe the order Araceæ, and give an account of its properties.
2. Describe the order Liliaceæ, and give an account of its properties.
3. What are the structure and properties of the order Orchidaceæ.

Section IV.

1. What are the orders of Epigynous Monopetalæ?
2. What are the principal Monochlamydeous orders?
3. Name the orders of Thalamifloral Exogens.

Section V.

1. Give an account of the structure, properties, and affinities of the order Caprifoliaceæ.
2. Give on account of the structure, properties, and affinities of the order Loranthaceæ.
3. Give an account of the structure and principal forms and properties of the order Cruciferæ.

Section VI.

1. Give a botanical description of the common daisy.
2. Describe the genera *Solanum* and *Datura*, and give some account of the different properties of the species belonging to them.
3. Describe the development of the flowers and fruit in the genera *Castanea Corylus*, and *Quercus*.

SYSTEMATIC BOTANY.—2nd Paper.

(Practical Part.)

(The student is permitted to refer to books in this part of his examination.)

Section I.

To what natural orders do the plants marked 1 to 10 belong?

Section II.

What are the species, genera, and natural orders of the plants marked I. to X.?

Section III.

Give a botanical description of any one of the plants marked A, B, and C?

Section IV.

What is the structure, natural order, and affinities of the fossil plants marked A, B, C, D, E, F?

GROUP VIII.—MINING AND METALLURGY.

Subject I.—Mining.

Examiner, W. W. Smyth, M.A., F.R.S.

MINING.—1st Paper.

Note.—In order to meet the requirements of candidates from coal or metalliferous districts severally, the questions in this paper are set so as to be in some cases suitable to both kinds of mining, in other cases to allow the selection of one out of two questions.

1. Explain the position of the Art of Mining with reference to the various Sciences.
2. What are the principal facts (for the British Islands) which prove the connexion between the occurrence of certain minerals and particular directions of the veins or lodes?
3. State the various methods in which the run of a lode, or the level course of a seam of coal, is observed and described.
4. Describe the nature of the dead or tut work required, 1st, in metalliferous mines, 2nd, in collieries.
5. Give imaginary examples of such dead work, as calculated—
   1st, for one month's cost, 9 men sinking a moderately hard shaft.
   2nd, wages of 6 men for driving 6 fms. 3 ft. of a level or drift in fair or easy ground.
   3rd, detail of expenses per week for sinking a pit of 8 ft. diameter in ordinary coal-measures.
6. Reply to one of the two following, A or B—
   A. Describe in detail the appearances which in searching a country may be expected at the out-crop of a seam of coal.
   B. Describe similarly the characters of the outgoing or back of mineral veins.
7. Describe and give drawings on a scale not less than ¼ of an inch to the foot, of the timber setts for levels, 1st, of ordinary width; 2nd, of unusual width; 3rd, when pressure is apprehended from the sides or walls; 4th, when pressure may be expected all round.
8. What is a ton? Fortify your answer by reference to copper ore, lead ore, iron ores, collier's tons, and canal boat tons.

MINING.—2nd Paper.

Note.—In order to meet the requirements of candidates from coal or metalliferous districts severally, the questions in this paper are set so as to be in some cases suitable to both kinds of mining, in other cases to allow the selection of one out of two questions.

1. State the dimensions and dividing arrangements for sundry purposes of at least three varieties of shaft.
2. Describe with drawings (¼ inch to a foot) one of the two following,—
   A. The timbering of a rectangular shaft in heavy ground.
   B. The temporary timber of a round or oval pit intended to be lined with brick or stone.
3. Explain the advantages of the use of the plunger pump in deep shafts.
4. What are the principles upon which a mine may be ventilated by natural causes?

5. Describe some one form of efficient ventilating machine, and construct working drawings of its parts.
6. Take one of the two following—
   A. Give details of the arrangements for the stoping of a lode of common width.
   B. Give similar details for two varieties of a district of long wall work in a coal-pit.
7. State what you know on the subject of ropes and chains as applied to mining purposes.

Describe with sketches and particulars either of the following—
   A. An efficient coal-washing machine.
   B. A machine jigger for lead or copper ores.

Subject II.—METALLURGY.

Examiner, Dr. PERCY, F.R.S.

METALLURGY.—1ST PAPER.

The candidate to answer one question in each group.

SECTION I.

1. Give a classification of the substances used as fuel in metallurgical operations. State the essential differences in their composition, and the method of estimating their relative calorific values.
2. Describe the mode of construction of a gas-furnace in which carbonic oxide is produced and applied, and illustrate your description by a sketch.
3. Describe any one coke oven, and explain the theory of the process of coking.

SECTION II.

1. Enumerate the modes of occurrence of copper in nature, and explain the method of copper-smelting as practised at Swansea, and the principles upon which it is founded.
2. What conditions affect the malleability of copper?
3. Describe the Cornish method of assaying copper ores.

SECTION III.

1. What are the essential properties, chemical and physical, of zinc, and by what methods is this metal extracted from its ores?
2. Mention the chief applications of zinc, and give the composition of its chief alloys in use in the arts.
3. Describe the method of making calamine brass.

SECTION IV.

1. How is lead found in nature? Describe any one process of lead smelting.
2. What contrivances have been adopted with a view to the condensation of lead-fume?
3. How may galena be assayed?

Section V.

1. Enumerate the chief ores of silver, and describe, succinctly, the principles of the various processes of its extraction.
2. Mention a wet process by which argentiferous copper ores are treated with a view to the extraction of the silver.
3. Describe Pattinson's process, and the principle upon which it is founded.

METALLURGY.—2nd Paper.

The candidate to answer one question in each group.

Section I.

1. State the composition of the alloys of gold employed in this country, and describe the methods of separating gold from silver on the large scale.
2. State the method of determining the amount of gold in alloys of gold, silver, and copper.
3. What impurities may be expected to occur in the gold of commerce?

Section II.

1. State the essential composition and preparation of blue cobalt colours used as pigments.
2. State the properties of nickel and its application in the arts.
3. How would you detect the presence of nickel in solutions of copper?

Section III.

1. What are the chief ores of antimony, how is it extracted, and for what purposes is it employed in the metallic state?
2. How is bismuth obtained, and what are its uses in the arts?
3. Under what conditions is white arsenical glass produced?

Section IV.

1. Describe the process of tin smelting as practised in Cornwall, and the principle upon which it is founded.
2. State the nature and composition of the most important alloys of tin employed in the arts.
3. Describe any method of extracting mercury from native cinnabar.

Section V.

1. What are the characteristic properties of wrought iron, steel, and pig-iron, and upon what do these properties essentially depend?
2. Describe the modern blast furnace for smelting iron, and illustrate your description by a sketch.
3. Describe the method of making steel by the process of cementation.

Section VI.

The candidates will be required to name six specimens placed upon the tables without labels.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

[6054.—500.—12/62.]

COMMITTEE OF COUNCIL ON EDUCATION.

EXAMINATION, CHRISTMAS, 1863.

I.

QUESTIONS PROPOSED

TO

CANDIDATES

FOR

ADMISSION INTO NORMAL SCHOOLS.

II.

QUESTIONS PROPOSED

TO

STUDENTS IN NORMAL SCHOOLS
AND TEACHERS IN ELEMENTARY SCHOOLS.

III.

LISTS OF SUCCESSFUL CANDIDATES.

IV.

SYLLABUS OF SUBJECTS OF EXAMINATION,
FOR CHRISTMAS, 1864.

By Authority.

LONDON:

PRINTED BY FORD & TILT,

52, LONG ACRE,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY LONGMAN, AND CO.,

39, PATERNOSTER ROW, E.C.

1864.

(Price Sixpence.)

EXAMINATION OF CANDIDATES
FOR
ADMISSION
INTO
NORMAL SCHOOLS.

CHRISTMAS, 1863.

THREE *hours allowed for each Paper.*

RELIGIOUS KNOWLEDGE.

You are not permitted to answer more than *one* question in any Section, except in that headed "Scotland."

SECTION I.

1. Contrast the characters of Jacob and Esau.

2. "By faith Joseph, when he died, made mention of the departing of the children of Israel, and gave commandment respecting his bones."—Explain this.

3. "Through faith Moses kept the Passover and the sprinkling of blood, lest he that destroyed the first-born should touch them."—Explain this.

SECTION II.

Write out, with such brief comment as you may think proper for children,—

1. Ruth's reply to Naomi; *or*

2. Samuel's rebuke to Saul in the matter of Agag; *or*

3. Nathan's parable to David.

SECTION III.

1. Explain the lesson to be learned from the parable of the Sower.

2. How did our Lord refute the notion of the Sadducees, that the dead rise not?

3. "Suffered under Pontius Pilate."—Explain this, shewing how our Lord came to be sentenced to death in Pilate's court.

SECTION IV.

1. Mention three or four direct answers to Prayer, recorded in the Acts of the Apostles.

2. "These signs shall follow them that believe; in my name shall they cast out devils; they shall speak with new tongues; they shall take up serpents; and if they drink any deadly thing it shall not hurt them; they shall lay hands on the sick and they shall recover."—When were these words spoken? Illustrate them from the Acts of the Apostles.

3. Explain clearly the occasion and result of the first Council of the Church.

SECTION V.*

1. Explain the meaning of the following words, as they occur in the Church Catechism :—"member," "pomps," "state of salvation," "jealous" (2nd Commandment), "slandering," "ghostly dangers," "sureties."

2. Shew how your duty towards God is collected from the first four Commandments.

3. What preparation is required for Baptism, and what for the Lord's Supper? What is meant by "God's romises" in Baptism?

SECTION VI.*

1. Explain the following expressions in the Liturgy :—"In knowledge of whom standeth our eternal life," "kindly fruits," "vouchsafe to hear us," "mortified from all worldly lusts," "eschew those things that are contrary to their profession."

2. Explain shortly and clearly, as to young children, each petition of the Lord's Prayer.

3. Explain shortly and clearly, as to young children, each article in the third or last part of the Apostles' Creed; and write out the corresponding portion of the Nicene Creed.

SCOTLAND.

*N.B.—*Two questions to be answered in place of Sections V. and VI.*

1. What is God? Give proofs from Scripture of His power and goodness.

2. What is required to the worthy receiving of the Lord's Supper? Give proofs from Scripture.

3. Explain fully the Fifth Commandment,—what it is, what it requires, and what it forbids.

4. What do we pray for in the sixth petition of the Lord's Prayer? Explain your answer by references to Scripture.

SCHOOL MANAGEMENT.

You are not permitted to answer more than *one* Question in each Section.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

1. What is meant by school organization? What else is included in the term school management? What manual have you used on this subject?

2. Why are desks better for children's lessons than tables? What is the proper height for the desks and for the seats of children of eleven years old?

3. What are the uses of a gallery? Draw the section of one for infants, with measurements.

SECTION II.

What benefit do you expect a child to derive from lessons—

1. in grammar? *or*
2. in geography? *or*
3. in drawing?

SECTION III.

Give five or six practical rules for the guidance of a teacher with reference to—

1. Punishments; *or*
2. Rewards; *or*
3. Dealings with parents.

SECTION IV.

How would you cure a child—

1. of habitual inattention? *or*
2. of talking? *or*
3. of coming late to school?

SECTION V.

1. Explain the advantages of a system of marks, and describe it in detail. Should it extend to behaviour, as well as to lessons?

2. Is it well to take the evidence of children respecting each other's conduct? State your reasons, and such precautions as you may think desirable.

3. What are the commonest faults of monitors, and how may they be remedied?

SECTION VI.

1. Make out a time-table for a school of five classes under a teacher and two pupil teachers.

2. Exhibit the page of an ordinary school class register.

3. Describe exactly what justifies a teacher in entering "l" (for "leave") in a register, and "s" (for "sick").

MUSIC.

SECTION I.

1. What do you mean by *scale, key, key-note, tone, semitone?*

2. Write the several forms of notes now in most common use, with the rest corresponding to each.

3. Name the several species of time indicated by the following signatures:—

C, $\frac{2}{4}$.

$\frac{3}{4}$, $\frac{9}{8}$.

$\frac{6}{4}$, $\frac{6}{8}$, $\frac{12}{4}$, $\frac{12}{8}$.

$\frac{3}{2}$, $\frac{3}{4}$, $\frac{3}{8}$.

SECTION II.

1. Explain the Diatonic scale, and shew what are the intervals between the successive notes in the Major and Minor modes.

2. Write out the treble and bass of any single chant, or short piece of music, you know, (1) in the key of G (sol), and (2) in the key of 2 Flats, or 3 Sharps.

3. Write (1) on the Alto Staff the notes G, E, B, C♯, A♭, and (2) on the Tenor Staff the notes F, D, E , G♯, C.

ARITHMETIC.

N.B.—Male Candidates to answer *One* Question in each Section: Female Candidates to answer *Two* Questions in each of the first *Four* Sections.

The *solution* must in every instance be given *at full length.* A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

1. Explain clearly (as to a Class) why you carry 1 when you borrow 10 in subtraction.

2. The product of two numbers is 7,462,350, and one of them is 927; what is the other?

3. Explain Roman notation; and express 1948 in Roman notation.

SECTION II.

1. 32 gallons $3\frac{1}{2}$ quarts of ale at 1*s.* 9*d.* per gallon.

2. Find, by Practice, the value of 7 tons 14 cwt. 2 qrs. 25 lbs. of hay at £3 10*s.* 6*d.* per ton.

3. Multiply 3 yards 2 feet 9 inches by 1 yard 2 feet 6 inches; and explain the meaning of the result. Why would it be absurd to multiply £2 7*s.* 9*d.* by £1 5*s.* 6*d.*?

SECTION III.

1. Divide 7 by ·007; $1\frac{1}{3}$ by 3; $\frac{6}{7}$ by $\frac{1}{2}$ of $\frac{3}{8}$.

2. How much is ·608 of a mile? $\frac{5}{17}$ of an acre?

3. Convert 3·2323 . . . . into a vulgar fraction.

SECTION IV.

1. If 3 men or 4 women can do a piece of work in 56 days, in what time will one man and one woman (working together) do the work?

2. A rectangular field is 66 yards broad; what length must be taken in order to cut off from it two acres?

3. In a school of 360 children, 10 pay 6*d.* a-week, 80 pay 4*d.*, 104 pay 3*d.*, 75 pay 2*d.*, and 91 pay $1\frac{1}{2}$*d.*; what is the average sum paid per child per week?

SECTION V.

1. A person lays by £15 a-year; what will it amount to in $5\frac{1}{2}$ years at compound interest paid half yearly?

2. A bill of £760 is due seven months hence; what is its present value at five per cent. per annum?

3. A person wishes to bequeath an annuity of £100 a-year; what sum must he devote to the purchase of $3\frac{1}{2}$ stock at 97 in order to do so?

SECTION VI.

1. Find the square root of 3, to 4 places of decimals; and of ·045, to 3 places.

2. Find the cube root of 128,024,064.

3. A circular plate of gold 3 inches in diameter, and $\frac{1}{8}$ of an inch thick, is extended by hammering so as to cover 5 square yards; find its present thickness.

SECTION VII.

1. It is half-past three o'clock; at what hour will the two hands of the watch meet for the first time?

2. Gold, of the value of £500,000, arrives from California; what is its weight Avoirdupois, the price being £3 18*s.* per oz. Troy?

3. Divide £2850 between A, B, and C, giving $\frac{6}{11}$ths of B's share to A, and to C £300 more than what is given to A and B together.

GRAMMAR.

You are not permitted to answer more than *one* question in any Section, except in that headed "Latin."

SECTION I.

1. Define *language, parts of speech, sentence, noun.*

2. If I tell a class of children that "*a table is a noun,*" am I right or wrong? Give your reasons.

3. What parts of speech enable you to mention what you are thinking about? What part of speech enables you to affirm something about it? What names are given to these two essential parts of every sentence?

SECTION II.

1. Add a verb in the passive voice to each of the following nominatives: "many"—"none"—"both you and I"—"John or James"—"neither John nor James"—"any of them"—"a number of people"—"few people."

2. Give the past tense of "drink"—"strike"—"stroke"—"worship"—"cavil"—"better"—"confer"—"lie"—"lay"—"smite"—"run"—"teach"—"swim."

3. Give the exact meanings of "here"—"hence"—"hither"—"heretofore"—"hitherto"—"henceforth"—"hereat"—"continually"—"continuously"—"formerly"—"formally"—"individual"—"reciprocally"—"severally."

SECTION III.

Parse one of the following sentences:—

1. "This vast ocean of being has its tides secretly controlled by a higher law than the currents and rippling of its own waves."

2. "Education has been aptly defined to be the formation of good habits under direction, the intellect being subject to habit almost as much as the conduct."

SECTION IV.

Paraphrase *one* of the following sentences into language that children could understand:

1. "I dare do all that may become a man;
   Who dares do more is none."

2. "Thus oft it haps that when within,
   They shrink at sense of secret sin,
   A feather daunts the brave."

3. "Did Cæsar seem ambitious?
   Yet when the poor have cried, Cæsar hath wept:
   Ambition should be made of sterner stuff."

SECTION V.

Analyse the following sentence:

"I shall not, I believe, be contradicted when I say that, if one train of thought be more desirable than another, it is that which regards the phenomena of nature with a constant reference to a supreme intelligent author."

LATIN.

Answer as many as you can of the following questions.

1. Decline the following nouns: *scutum*, a shield; *sol*, the sun; *rabies*, rage.

2. Decline the following pronouns: *ego, iste, uterque.*

3. Compare the adjectives—*facilis, durus, pius, malus.*

4. Write out the imperative mood of each of the following verbs: *sum, fero, moneor, nolo.*

5. Give the Latin words for "with"—"upon"—"under"—"around"—"in the power of"—"in the presence of," with the case that each governs.

6. Explain, etymologically, the following words: "subside"—"distract"—"detract"—"introvert"—"circumvent"—"prevent"—"elude"—"illusion"—"collusion"—"succour"—"assist"—"desist."

GEOGRAPHY AND HISTORY.

You are not permitted to answer more than *one* Question in each Section.

GEOGRAPHY.

SECTION I.

1. Draw an outline map, marking the rivers, —
   1. of France; *or*
   2. of Scotland; *or*
   3. of Spain and Portugal.

SECTION II.

1. Write out a list of any six of our Colonies, with the date of colonisation in each case, and chief produce.

2. Write out notes of a lesson on Canada, *or* on Australia.

3. Describe the river Ganges, noting its historical or other associations.

SECTION III.

1. In what respects (social, commercial, and physical) do the Northern States of the North American Republic differ from the Southern States?

2. Write out notes of a lesson on China, with a map.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the Map.*

3. Give a brief account of the recent discoveries in Africa.

SECTION IV.

1. How may the situation of a place be most exactly defined? Explain the terms you use.

2. How may the distance of one place from another be measured on a map? Explain what is meant by the scale of a map.

3. How do navigators ascertain their position at sea?

HISTORY.

SECTION I.

Explain the title to the throne—

1. of Henry VII.; *or*
2. of James I.; *or*
3. of William III.

SECTION II.

1. State the principal provisions of Magna Charta. Who were mainly instrumental in obtaining it?

2. Give a brief account of Queen Margaret of Anjou, *or* of Mary Queen of Scots.

3. State the circumstances under which (1) the Crowns, and (2) the Legislatures, of England and Scotland were united.

SECTION III.

1. Describe briefly, as you would to an intelligent first class—

1. How, in this country, laws are made; *or*
2. How criminals are apprehended and punished; *or*
3. From what principal sources the public revenue is raised.

EUCLID AND ALGEBRA.

EUCLID.

1. Define a plane angle, and explain clearly what is meant by one angle being greater or less than another.

2. Define parallel straight lines, and write out the axiom connected with this definition.

3. To draw a straight line perpendicular to a given straight line of an unlimited length, from a given point without it.

4. To describe a parallelogram that shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle.

5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

6. To construct a square upon a given straight line as a diagonal.

7. $(2a + m)m + a^2 = (a + m)^2$.

Express this geometrically.

ALGEBRA.

The *solution* must in every instance be given *at full length.* A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

---

1. If $a = 1$, $b = 2$, $c = 3$,
find the numerical value of

$$\frac{3a(b^2 - c^2) - 5b(a^2 - c^2)}{(c + b)(c - b)}.$$

2. Divide $1 - x - 3x^2 - x^5$ by $1 + 2x + x^2$.

3. Solve the equation $\frac{x-5}{x-7} = \frac{x-3}{x+9}$,

also the equation

$$\frac{1}{x-a} - \frac{1}{x-b} = \frac{a-b}{x-ab}.$$

4. There is a certain number of two digits which is equal to four times the sum of its digits; and if 18 be added to the number, the digits will be inverted: find the number.

5. Demonstrate the rule for finding the greatest common measure.

DOMESTIC ECONOMY.

You are not permitted to answer more than *one* question in each Section.

SECTION I.

1. What arrangements were made for cleaning your School—the floor, grates, windows? and what for making the fires?

2. To what extent do you think it desirable to include industrial training in the routine of a girls' school?

3. Mention five or six things that you would chiefly attend to in choosing a house.

SECTION II.

1. Classify under eight or ten heads the current expenses of a schoolmistress, distinguishing those which are weekly, and those which are quarterly.

2. What was the price of coal in your neighbourhood? How much coal is consumed in a small kitchen grate per week? Give two or three directions for economizing fuel.

3. Describe the best dinner you could provide for four children, costing only one shilling.

SECTION III.

1. Describe your method of making bread, specifying the quantities for a batch of four quartern loaves.

2. Give receipts for a cheap soup or broth, and directions for stewing meat.

3. How much sugar would be required for preserving 30 lbs. of fruit? How might the fruit be preserved without sugar?

SECTION IV.

1. Describe your method of cleaning carpets, mahogany, grates, fire-irons, tin-vessels, silver plate.

2. What fixtures are desirable in the back kitchen of a small house?

3. How would you wash flannels? What is the difference between hard water and soft? How would you soften water?

SECTION V.

1. Describe croup, whooping-cough, measles.

2. How would you stop the bleeding of a wound? How would you recover a person from a fainting fit?

3. What precautions are desirable during the prevalence of epidemic sickness?

SECTION VI.

Write an abstract of a lesson—

1. on young children's tempers; *or*

2. on their health, with five or six such rules as you would give to a young nurse; *or*

3. on the care of an invalid in a small house.

GENERAL EXAMINATION

OF

NORMAL SCHOOLS.

CHRISTMAS, 1863.

N.B.—The two following directions are to be understood as repeated at the head of every paper, unless different directions are printed:—

Three hours allowed for this Paper.

You are not permitted to answer more than one Question in each Section.

The Questions marked with an asterisk in certain of the first year's papers were specially noted for Acting Teachers.

MALE CANDIDATES—FIRST YEAR.

THE BIBLE.

SECTION I.

*1. Give an account, with dates, of the events in the history of the kingdom of Judah under its first four kings.

2. Write a list of the Prophetical Books, and state what is the probable date of each, and to what periods of history the prophecies chiefly refer.

3. The wars between the children of Jacob and the children of Esau till the fulfilment of the prophecy—'It shall come to pass...that thou shalt break his yoke from off thy neck.' (Gen. xxvii. 40.)

SECTION II.

1. Give an account of the chief festivals of the Jews, and of the ceremonies on the great day of Expiation.

2. The Jewish laws relating to tenure of land, and a full account of any special provisions to secure their permanence.

3. The reforms introduced into the Temple Service in the time of King David, and the most important facts in the history of the general succession in the High Priesthood.

SECTION III.

*1. Give an account of the Transfiguration. Is this event spoken of in any other part of the Bible, besides the Gospels?

2. Quote our Lord's sayings, as recorded by St. Mark, on the efficacy of prayer (xi. 22—26); the danger of riches (x. 23—27); humility (x. 42—45), (ix. 33—37); necessity of watchfulness (xiii. 33—37.)

3. Give instances, as recorded by St. Mark, of our Lord's regard for the law (i. 44), (x. 3), (x. 19); of enlarged interpretation of its requirements (ii. 27, 28), (iii. 4), (x. 5—9); and of his reproof of those who misinterpreted it (vii. 1—13.)

SECTION IV.

*1. Quote the context of the words, "David, therefore, himself, calleth him Lord, and how is he then his Son?" and give the true answer to the question (xii. 37.)

2. How did our Lord refute the Sadducees who denied the Resurrection of the Body? Enlarge the record of St. Mark from the parallel accounts given by St. Matthew and St. Luke (c. xii.)

3. Mention instances, from St. Mark's Gospel, of the prominence given to St. Peter. How is this accounted for? (i. 16—30), (v. 37), (viii. 32, 33), (ix. 5), (x. 28), (xi. 21), (xiv. 29, 37, 54, 66—72), (xvi. 7).

SECTION V.

*1. Explain the words—'Decapolis,' 'Syro-Phenician,' 'Ephphatha,' 'Hosanna,' 'Herodian,' 'The abomination of desolation spoken of by Daniel the Prophet,' 'Prætorium,' 'Corban,' 'The towns of Cæsarea-Philippi,' 'Golgotha.'

2. Explain these words—'scrip,' 'charger,' 'an evil eye,' to 'savour,' 'halt,' 'twain,' to 'straw,' 'wist,' 'virtue' (in the sentence 'knowing in himself that virtue had gone out of him'), 'ado,' 'straitly.'

SECTION VI.

Explain three of these passages:—

"For he that hath, to him shall be given: and he that hath not, from him shall be taken even that which he hath." (iv. 25.)

"He could do there no mighty work." (vi. 5.)

"He that is not against us is on our part." (ix. 40.)

"Every one shall be salted with fire." (ix. 50.)

"The Gospel must first be published among all nations." (xiii. 10.)

"The veil of the temple was rent in twain from the top to the bottom." (xv. 38.)

In each case you must give as much of the context as may be necessary: and you must make your explanations in the simplest possible manner, as if you had before you a class of children who had met with the passage in their daily reading of the Gospel.

CATECHISM AND LITURGY.

(Church of England Colleges.)

SECTION I.

1. Where in the Ten Commandments are we bid "honour God's holy Word"?

* 2. "The Lord thy God is a jealous God." What does this mean? Illustrate it by reference to the Old Testament history.

3. "The stranger that is within thy gates." What were the chief laws of the Jews with respect to "strangers"? In what sense do you understand this now?

SECTION II.

* 1. What do you mean by "I believe in the holy Catholic Church"?

2. What is meant by "a lively faith"? Illustrate your answer by quotations from the New Testament, properly explained.

SECTION III.

* Explain all the historical allusions in the Venite—and all the expressions which children would not readily understand.

SECTION IV.

* 1. Quote the last verse of the Te Deum, and explain it in a form suited for children.

2. Explain, as for children, "devices of our own hearts," "there is no health in us," "a sober life," "subtilty," "the day-spring from on high," "good counsels," "vain-glory."

SECTION V.

1. Shew from the New Testament that Christians must confess their sins. To whom must they confess them, when, and in what spirit?

* 2. What prayers will you teach children to use in private? Write out prayers suitable for very young children, and for children about the age of 10 to 12.

SECTION VI.

* Write out the heads of a lesson to children on a reverent behaviour in public worship, and when reading the Bible.

SHORTER CATECHISM.

(Scotch Colleges.)

SECTION I.

*1. Give proofs, from Scripture, in regard to the person and office of the Redeemer.

2. What other means of escaping the punishment due to us for Sin, are conjoined with Repentance unto life? In what part of Scripture do these words *Repentance unto life* occur?

3. What are the outward and ordinary means by which the benefits of Redemption are made effectual for Salvation; and how is the Word to be read and heard for that purpose?

SECTION II.

*1. Prove, from Scripture, the Goodness of God; and explain the uses of that doctrine.

2. "The whole word of God is of use to direct us in Prayer." Illustrate this with proofs; and refer to Scripture characters exemplifying the answers given to Prayer.

SECTION III.

*1. State the sum of the Ten Commandments, as given by our Lord.

2. What was the sacrifice which Christ offered up as a Priest; and what were the objects of it?

SECTION IV.

*1. Paraphrase the Commandment, "Thou shalt have no other Gods before me;" and exemplify, in several of the Scripture characters, the transgression of this Commandment, with the punishment.

*2. Explain, as you would in a lesson to pupils from 10 to 13 years old, the duty of Children to their Parents.

3. Which of the Commandments has a promise *expressly* and *particularly* annexed to it; and what may this specialty be understood to signify?

SECTION V.

1. Under what Commandment is the duty included of being "content with such things as we have?" Show how it is so included.

*2. Paraphrase the conclusion of the Lord's Prayer; and explain what is meant by "Kingdom," "Glory," "Amen."

*3. What is meant by "a jealous God;" and by "worshipping of images?"

GRAMMAR AND COMPOSITION.

Every Candidate is required to paraphrase one passage, and to do the parsing in Section III.

SECTION I.

* 1. Give the rules for forming the comparatives and superlatives of adjectives and participles.

2. Give examples of reflective and indefinite pronouns, constructing sentences to illustrate their use.

3. Define *adverb*. Shew by examples how adverbs are used. Parse fully the words in the second of these two sentences, "Will you consent? *Yes; certainly.*"

SECTION II.

1. What is meant by concord in grammar? In what parts of speech do we find grammatical concord in English?

2. What are the three Latin concords? and how far are the same rules true in English?

* 3. What is meant by an auxiliary verb? Make out a list of English auxiliaries. Write out the conjunctive mood of *moneo*, in the passive voice.

SECTION III.

1. Expand the following passage in paraphrase:

"He had felt the power
Of nature, and already was prepared,
By his intense conceptions, to receive
Deeply the lesson deep of love which he,
Whom nature, by whatever means, has taught
To feel intensely, cannot but receive."

*2. Give a condensed paraphrase of the following passage:

"In his steady course,
No piteous revolutions had he felt,
No wild varieties of joy and grief.
Unoccupied by sorrow of *its own*,
His heart *lay open;* and, by nature tuned
And constant disposition of his thoughts
To sympathy with man, he was alive
To *all that* was enjoyed *where'er* he *went*,
And all that was endured; for, in himself
Happy, and quiet in his cheerfulness,
He had no painful pressure from *without*
That made him turn aside from wretchedness
With coward fears. He could *afford* to suffer
With those whom he saw *suffer*. Hence it came
That in our best experience he was rich,
And in the wisdom of our daily life."

* Parse the words in italics.

SECTION IV.

1. Re-write in the order of prose this passage, without changing the words, but altering the grammatical form, and supplying additional words, when necessary:

"Oh! many are the Poets that are sown
By Nature; men endowed with highest gifts,
The vision and the faculty divine;
Yet wanting the accomplishment of verse,
(Which, in the docile season of their youth,
It was denied them to acquire, through lack
Of culture and the inspiring aid of books,
Or haply by a temper too severe,
Or a nice backwardness afraid of shame),
Nor having e'er, as life advanced, been led
By circumstance to take unto the height
The measure of themselves, these favoured Beings,
All but a scattered few, live out their time,
Husbanding that which they possess within,
And go to the grave, unthought of."

2. Fill up the blanks in these lines:

"So framed; and such his life
Who now, with no a staff,
The prized of toils,
cottage-bench limbs,
Screened sun. Supine lay,
eyes drowsiness half shut,
The breezy elms above
Dappling face. not heard
Of steps, and shade
Unnoticed I stand some space."

SECTION V.

* 1. Make notes on any grammatical peculiarities in this passage:

"The Poets in their elegies and songs
Lamenting the departed, call the groves,
They call upon the hills and streams, to mourn,
And senseless rocks; nor idly; for they speak,
In these their invocations, with a voice
Obedient to the strong creative power
Of human passion. Sympathies there are
More tranquil, yet perhaps of kindred birth,
That steal upon the meditative mind,
And grow with thought."

What are the ideas related or qualified by these words—*call*, *obedient*, *that?* The word *call* is used in two ways. Give instances of a similar use of some other word.

2. Analyse this passage:

"To him most pleasant who on soft cool moss
Extends his careless limbs along the front
Of some huge cave, whose rocky ceiling casts
A twilight of its own, an ample shade,
Where the wren warbles, while the dreaming man,
Half conscious of the soothing melody,
With side-long eye looks out upon the scene,
By power of that impending covert, thrown,
To finer distance."

SECTION VI.

* Write in prose, not exceeding eight lines, the story of Margaret, as told by the Wanderer.

SCHOOL MANAGEMENT.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

* 1. What is the best method of teaching reading to the youngest classes?

2. What are the best methods of stimulating attention in the whole class during a reading lesson?

3. How are fluency, correctness, emphasis, and expression, to be secured in reading? Distinguish between them. What faults in each case will you expect —and how will you correct them?

SECTION II.

1. Give an analysis of vowel sounds, diphthongs, and double consonants, which require special care in teaching correct pronunciation.

* 2. What are the best methods of teaching spelling?

3. In giving a dictation lesson, what methods can you adopt to prevent copying?

SECTION III.

* 1. What advantages do you expect to derive from "transcribing?"

2. What are the best copy books? What size of writing should be most practised, and why?

3. What mechanical aids have been contrived to aid in teaching "good writing?" What considerations should guide you in the use of them, respectively?

SECTION IV.

1. What particulars can you point out in the multiplication table which will help very much to fix it in the memory?

* 2. In teaching subtraction, explain, in the simplest manner, what is meant by borrowing. Take this example: subtract 1,073 from 30,022.

3. How can you combine mental arithmetic with working sums on slates?

SECTION V.

Give directions to a pupil teacher on *one* of these subjects:—

1. For giving a dictation lesson to a senior class.

2. For giving a writing lesson to aclass of beginners.

3. A third or fourth class has just read a short fable as a reading lesson. Give directions to the teacher for examining the class, to ascertain how far the objects which can be attained, have been secured.

SECTION VI.

Write a short essay on the use to be made of "home lessons," and make a Time Table for a suburban School of 120 children, shewing how you would provide for the effectual revision of the home work.

BRITISH HISTORY.

Candidates who confine themselves to the questions in Scottish History will not obtain full marks for this paper.

SECTION I.

1. The several incursions of the Danes into England; their dates, and general consequences.

* 2. The chief events of the reign of William I. after the Battle of Hastings.

3. The nominal conquest of Ireland in the reign of Henry II.

Or (in Scotland only),

The chief events of the reign of Malcolm Ceanmore.

SECTION II.

1. The events of the reign of Edward I.

Or (in Scotland only) the reign of Alexander III.

2. The dissensions in the kingdom which led to the deposition of Richard II.

* 3. The French campaigns of Henry V.

Or (in Scotland only) the contemporary history of Scotland.

SECTION III.

1. The successive rebellions in the reign of Henry VII.

2. The chief events of the Religious changes in England in the reign of Henry VIII.

* 3. The military and naval affairs of the reign of Queen Elizabeth.

Or (in Scotland only) the alliances between the Scots and the French in the Tudor period.

SECTION IV.

1. The history of the "Petition of Right," in the reign of Charles I.

* 2. The dates, names of commanders, and results of the following battles: Copredy, Marston-Moor, Newbury, Naseby, Kilsyth, Philiphaugh, Preston, Dunbar.

3. The chief events of the Protectorate of Oliver Cromwell.

SECTION V.

1. The wars with the Dutch after the Restoration.

* 2. The main articles of the "Declaration of Rights."

3. The exploits and character of the Duke of Marlborough.

SECTION VI.

* 1. The history of the separation and final independence of the North American Colonies.

2. The chief battles between the English and French, by sea and land, during the reign of George III.

3. The growth of the national debt of England.

GEOGRAPHY.

SECTION I.

Draw a map of the Northern coast of Africa; *or* of
Italy; *or* of
* Scotland.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION II.

* Describe the coast line of the Baltic Sea; *or*
The river system of Germany; *or*
The area drained by the river Trent.

SECTION III.

* 1. Give the limits, chief towns, and principal productions of the English Colonies in South Africa.

2. Describe particularly the course of the Nile. What is the cause of its annual rise, and what are the effects of its overflow? What are the chief vegetable productions of Egypt?

SECTION IV.

* 1. What are the islands which may be classed with the African continent? Mention their government, and chief productions.

2. What are the chief military and political events in the history of the North coast of Africa since 1800?

SECTION V.

* 1. What other British settlements are there in Africa, besides the Cape Colony? Give the chief articles of export from each.

2. Mention the names of the chief African explorers, with the districts which they have visited. What progress has been made very lately in African discovery?

3. What animals are peculiar to Africa? How is ivory obtained? What is the annual value of this article of commerce?

SECTION VI.

* Make notes on the following passage, supposing you were to give a lesson on it to a class:—

"The Alps stretch quite through Switzerland into the large country called Germany, which fills up the middle of Europe. They reach also into France and Italy, and divide Switzerland from those countries. All

the highest parts of the mountains are covered with ice and snow, which often reflect the most beautiful colours. Sometimes the light shines upon them so that they seem to be bathed in gold; at other times, when the sun is setting, the snow looks as if it were of the softest rose-colour. The greatest beds of ice are called glaciers: some of them are tolerably smooth upon the top, but others are made up of high ridges and deep cracks between them, as if the sea had been suddenly frozen in a great storm, with all its waves lifted up. The glaciers are, in fact, great frozen rivers, moving very slowly but continually down the sides of the mountains, and carrying rocks and stones with them to the plain. Their lower part reaches down to the fields and orchards, and ends in a muddy river, fed continually by the melting ice."

Christian Knowledge Society's Third Book, Lesson 15, p. 94.

EUCLID.

Acting Teachers are not obliged to take this Paper.

SECTION I.

1. From a given point, draw a straight line, equal to a given straight line.

Why does Euclid make a proposition of this problem?

2. The angles at the base of an isosceles triangle ABC are equal to each other, and if the equal sides AB, AC, be produced, the angles on the other side of the base shall be equal.

If CD be drawn perpendicular to AB, shew that the angle BCD is half the angle BAC.

3. Draw a straight line at right angles to a given straight line, from a given point in the same.

If the given point is at the extremity of the given line, how can you draw the perpendicular without producing the given line?

SECTION II.

1. The angles which one straight line makes with another straight line upon one side of it, are either two right angles, or are together equal to two right angles.

Which are the two propositions immediately depending upon this one?

2. If one side, BC, of a triangle ABC be produced to D, the angle ACD is greater than either of the interior opposite angles.

The construction being made, as in Euclid, prove that AF is equal and parallel to BC.

3. Any two sides of a triangle are together greater than the third side.

Shew also that the difference between any two sides is less than the third side.

SECTION III.

1. If from the ends B, C, of the side BC of a triangle ABC, there be drawn two straight lines BD, CD, to a point D within the triangle, these shall be less than the sides of the triangle, but shall contain a greater angle.

The angle BDC will be double of BAC if AD BD and CD are equal.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them of the other; the base of that which has the greater angle shall be greater than the base of the other.

Euclid's demonstration begins "of the two sides DE, DF, let DE be not greater than DF." Shew the necessity of this hypothesis.

3. If a straight line, falling on two other straight lines, make the alternate angles equal to each other, these two straight lines shall be parallel. Define *alternate* angles.

What is the defect in Euclid's theory of parallels? What other definitions of parallel lines have been given? What axioms have been proposed to replace Euclid's axiom XII.?

SECTION IV.

1. Parallelograms upon the same base, and between the same parallels, are equal to one another.

Describe a parallelogram equal to a given square, and having an angle equal to half a right angle.

2. All the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides.

What is the angle of an equiangular heptagon? What is its exterior angle?

3. To a given straight line, apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

Describe on a given straight line a triangle which shall be equal to a given rectilineal figure, and have its vertical angle equal to a given angle.

SECTION V.

1. Describe a square upon a given straight line.

Give Euclid's definition of a square, and criticise it.

2. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.

Divide a straight line into two such parts, that the difference of the squares of the two parts shall be equal to twice the rectangle contained by them.

3. In any right angled triangle, the square which is described upon the side subtending the right angle, is equal to the squares described upon the sides containing the right angle.

If all the exterior angles of the figure be joined by straight lines, what is the area of the figure so formed?

SECTION VI.

1. If a straight line be divided into any two parts, the squares of the whole line and one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.

Shew that the sum of the squares of two lines is never less than twice their rectangle.

2. Divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts, shall be equal to the square of the other part.

Construct geometrically $\sqrt{5}$.

3. In obtuse angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle is greater than the squares of the sides containing the obtuse angle.... Complete the proposition, and prove it.

If the obtuse angle be two thirds of two right angles, how may the latter part of the proposition be enunciated?

MALE CANDIDATES.—SECOND YEAR.

THE BIBLE.

Acts of the Apostles.

SECTION I.

1. Give the incidents of St. Paul's second journey.

2. What privileges of Roman citizens can you find in the history of the Acts of the Apostles? How were they acquired? What was a "colony"?

3. Explain these words and phrases, "they took knowledge of them" (iv. 13), to "suborn" (vi. 11), "gainsaying" (x. 29), "quarternion" (xii. 4), to "beckon" (xii. 17), "forty years suffered he their manners" (xiii. 18), "lewd fellows of the baser sort" (xvii. 5), to "wink at" (xvii. 30), the "deputy of Achaia" (xviii. 12), "them which used curious arts" (xix. 19), "robbers of churches" (xix. 37), "thou whited wall" (xxiii. 3).

SECTION II.

1. Give St. Paul's discourse at Athens, and explain his argument against Idolatry.

2. Relate what is told in the book of the Acts of the preaching of the Gospel to an Ethiopian. Is anything known of the results of this man's conversion to Christianity?

3. In what way was it revealed to St. Peter that the Gentiles were admissible to the privileges of the Gospel? Under what obligations were the Gentile converts to the Jewish observances?

SECTION III.

Acts xvii., 2—9.

"And Paul, as his manner was, went in unto them, and three sabbath days reasoned with them out of the Scriptures, opening and alledging, that Christ must needs have suffered, and risen again from the dead; and that this Jesus, whom I preach unto you, is Christ. And some of them believed, and consorted with Paul and Silas; and of the devout Greeks a great multitude, and of the chief women not a few. But the Jews which believed not, moved with envy, took unto them certain lewd fellows of the baser sort, and gathered a company, and set all the city on an uproar, and assaulted the house of Jason, and sought to bring them out to the people. And when they found them not, they drew Jason and certain brethren unto the rulers of the city,

crying, These that have turned the world upside down are come hither also, whom Jason hath received: and these all do contrary to the decrees of Cæsar, saying that there is another king, *one* Jesus. And they troubled the people and the rulers of the city, when they heard these things. And when they had taken security of Jason, and of the other, they let them go."

Make notes on this passage, supposing it to have been read by a class of children: you must explain what might be a matter of difficulty to them in the substance or the form of words.

The Epistles to the Thessalonians.

SECTION IV.

1. In what manner, and at what time, was the Gospel preached to the Thessalonians? How did they receive it? Why does St. Paul refer to these subjects in his Epistle?

2. Give some account of Timothy. What are the circumstances mentioned in the Acts of the Apostles, which, compared with the expressions of the Epistle, give us the date of the 1st Epistle (Acts, xviii.14—16, xviii. 5), and the place from which it was written? (do. and I. iii. 1.)

3. What considerations should moderate the sorrow of Christians for the dead? (I. iv. 13—18) and give them comfort under persecution? (II. i. 6—10).

SECTION V.

1. Explain the precepts:—"Rejoice evermore," "pray without ceasing," "prove all things" (I. v.), "despise not prophecyings."

2. What are the characteristics of antichrist, and the departure from the faith before the "Day of the Lord"? Quote passages from the Gospels which were likely to make the early Christians expect our Lord's coming in their days. In what sense was this expectation a true one?

3. Illustrate from the Acts of the Apostles the following verse (II. iii. 8), also (I. ii. 9) "Neither did we eat any man's bread for nought; but wrought with labour and travail night and day, that we might not be chargeable to any of you." What is the difference between "labour" and "travail"?

SECTION VI.

1. Quote, in the words of St. Paul in these Epistles, precepts about—diligence in worldly business (I. iv.

11—12) (II. iii. 12)—prayer for the spread of the (
(II. iii. 1)—steadfastness in the faith (I. iii. 1
(II. ii. 15—17).

2. "Let us who are of the day be sober, p
on the breastplate of faith and love; and for an h
the hope of salvation" (I. v. 8). Quote the p
passage in St. Paul's Epistle to the Ephesians, wh
describes the Christian armour, and shew where
the propriety of the imagery in its several parts.

3. In two places in these Epistles the A
refers to "the traditions which ye have been taug
quote them. Explain the meaning of *tradition*.
is its technical meaning? In what respects d
testants and Romanists differ in the value to be
Ecclesiastical Traditions?

THE BOOK OF COMMON PRAYER

(Church of England Colleges.)

SECTION I.

1. What portions of Holy Scripture are app
to be read during the year, in the daily service
Church? What changes were introduced in th
spect at the Reformation?

2. Give a comparative account of the three
When are they respectively appointed to be used

SECTION II.

1. Give an analysis of the Baptism Servi
children. In what respects does it differ fro
service to be used in the case of adults?

2. Give an analysis of the Burial Service. I
be used in all cases? What ought to be the prev
sentiment with Christians when thinking of the
Shew that the apostolic directions on this subje
observed in our service.

SECTION III.

Give an account of the service for one of
days, Ash-Wednesday, Good-Friday, *or* Ascension

SECTION IV.

1. What is the meaning of 'collect,' 'li
'sponsor,' 'eucharist,' 'commination,' 'incarn
'annunciation,' 'purification,' 'catholick,' 'excom
cation,' 'superstition'?

2. What are the origin and the object of the rite of confirmation? What is meant by the 'spirit of counsel and ghostly strength'? What difference is there between 'ratify' and 'confirm'?

SECTION V.

1. Relate the circumstances referred to in these verses of the 106th Psalm:—

"They angered him also at the waters of strife: so that he punished Moses for their sakes; because they provoked his spirit: so that he spake unadvisedly with his lips."

Explain: "Though ye have lien among the pots, yet shall ye be as the wings of a dove." (Ps. lxviii. 13).

Are there any references in the Psalms to the resurrection of the body?

2. Explain these words: to 'minish' (cvii. 39); "Their heart is as fat as brawn" (cxix. 70); "I am become like a bottle in the smoke" (cxix. 83); "My soul is alway in my hand" (cxix. 109); "To lay to" the hand (cxix. 126); "The sun shall not burn thee by day, *neither the moon by night*" (cxxi. 6).

"The rod of the ungodly cometh not into the lot of the righteous: lest the righteous put their hand unto wickedness." (cxxv. 3).

"I have ordained a lantern for mine Anointed." (cxxxii. 18).

SECTION VI.

Write out the "Prayer for all conditions of men." Make notes for a lesson upon it to your first class, noticing its history, its composition, and its grammar.

SHORTER CATECHISM.

(Scotch Colleges.)

SECTION I.

1. Describe, in the words of the Catechism, the Covenant of Life, and the Covenant of Grace; and of the former give Scripture proofs.

2. Describe, in the words of Scripture, what is meant by "new obedience."

3. "What is faith in Jesus Christ?" Give Scripture proofs.

SECTION II.

1. Describe Prayer, as offered up in the name of Christ; and give Scripture proofs.

2. Prove from Scripture the Wisdom of God; and state some of the uses of that doctrine.

SECTION III.

1. "What is the Preface to the Ten Commandments?" Explain the particular ground of obedience which is therein contained.

2. What is meant by the Righteousness of Christ? and how is that imputed to us?

SECTION IV.

1. By whom, and in what manner, is the Redemption purchased by Christ applied to us?

2. Show how the end of the Tenth Commandment respects God, our neighbour, and ourselves.

3. Give the several answers in the Catechism which explain the Sacraments of the New Testament.

SECTION V.

1. Explain what is meant in the Fifth Commandment by the term "Honour," and who are included under "Father and Mother."

2. Under what Commandment is the duty included of communicating our goods for the relief of our neighbours' necessities? Show how it is so included.

3. Paraphrase the second Petition of the Lord's Prayer.

GRAMMAR AND COMPOSITION.

You may answer *all* the questions in either (not both) of the *first two* sections, and not more than *one* question in each of the succeeding four Sections.

SECTION I.

SHAKESPEARE—HAMLET, Act III., Sc. II.

——————— "Why should the poor be flattered?
No, let the candied tongue lick absurd pomp;
And crook the pregnant hinges of the knee,
Where thrift may follow fawning. Dost thou hear?
Since my dear soul was mistress of her choice;
And could *of men* distinguish her election,
She hath seal'd thee for herself: for thou hast been
As *one*, in *suffering* all, that suffers nothing;
A man, that fortune's buffets and rewards
Hast ta'en with equal thanks: and blest are *those*,
Whose blood and judgment are so well co-mingled,
That they are not a pipe for fortune's finger
To sound what stop she *please*: give me that man
That is not passion's slave, and I will wear him
In my heart's core, *ay* in my heart of heart,
As I do thee.—Something too much of this."

1. Paraphrase this passage.

2. Analyse from "Since my dear soul" to "what stop she please."

3. What is the modern customary usage of the relatives *who, that? which, that?* Give illustrations from the poetry you have committed to memory.

4. Parse *of men, one, suffering, those, to sound, please, ay.*

SECTION II.

Milton's Paradise Lost, Book III.

——————— "Above them all
The golden sun, in splendour *likest* Heaven,
Allured his eye; thither his course he bends
Through the calm firmament (but up or down,
By centre, or eccentric, *hard* to tell,
Or longitude), where the great luminary
Aloof the vulgar constellations thick,
That from his lordly eye keep distance due,
Dispenses light from far; they, as they move
Their starry dance in numbers that *compute*
Days, months, and years, towards his all-cheering lamp
Turn *swift* their various motions, or are turn'd
By his magnetic beam, that gently warms
The universe, and to each inward part
With gentle penetration, though *unseen*,
Shoots invisible virtue *even* to the deep;
So wondrously was set his station bright."

1. Paraphrase this passage.

2. Analyse from "They, as they move" to "even to the deep."

3. What is the modern customary use of the relatives *who, that? which, that?* Give illustrations from the poetry you have committed to memory.

4. Parse the words *likest, hard, aloof, compute, swift, unseen, even.*

SECTION III.

Give an expanded paraphrase, not to exceed or fall short of eight lines, of *one* of these passages:—

——————— "What is a man,
If his chief good and market of his time,
Be but to sleep and feed? A beast, no more.
Sure, he, that made us with such large discourse,
Looking before and after, gave us not
That capability and god-like reason
To fust in us unused."

Hamlet, Act iv. Sc. iv.

Or,

"Neither Man nor Angel can discern
Hypocrisy, the only evil that walks,
Invisible, except to God alone,
By His permissive will, through heaven and earth:
And oft, though wisdom wake, suspicion sleeps
At wisdom's gate, and to simplicity
Resigns her charge, while goodness thinks no ill
Where no ill seems."

Paradise Lost, Book III.

SECTION IV.

1. Sketch the character of Gertrude, quoting as much as you can of the text. Did she know of the murder of Hamlet's father? What arguments may be adduced for either side of this question?

Or,

2. Give an account of the *Limbo of Vanity*, or Paradise of Fools, as described by Milton, with its inhabitants.

SECTION V.

1. Write a letter, exhorting your correspondent to study Hamlet, and describing the advantages which will result from the study.

Or,

2. Write a letter, describing a journey by railway, and the benefits resulting to a country from increased means of locomotion.

SECTION VI.

1. Give rules for the use of the subjunctive mood.

2. What rules are given for the use of the semicolon and colon, respectively, in punctuation?

3. "Conjunctions join sentences together." Is this a sufficient definition? Give instances of the use of the conjunction which require special consideration and explanation.

SECTION VII.

Alternative to Section I. (or II.), III., and VI., for Candidates in Scotland (only).

Translate into English—

"Britanniæ pars interior ab iis incolitur, quos natos in insula ipsi memoria *proditum* dicunt, maritima pars ab iis, qui prædae ac belli inferendi *causa* ex Belgio transierant, qui omnes fere iis nominibus civitatum appellantur, quibus orti ex civitatibus *eo* pervenerunt, et bello inlato ibi permanserunt, atque agros colere *cœpe-*

runt. Hominum est infinita multitudo creberrimaque ædificia, fere Gallicis consimilia, pecorum magnus numerus. Utuntur aut *ære*, aut nummo æreo, aut taleis ferreis ad certum pondus examinatis pro nummo. Nascitur ibi plumbum album in mediterraneis regionibus, in maritimis ferrum, sed *ejus* exigua est copia; ære utuntur importato. Materia cujusque generis ut in Gallia est, præter fagum atque abietem. *Leporem* et gallinam et anserem gustare fas non putant, *hæc* tamen alunt animi voluptatisque causa. Loca sunt temperatiora, quam in Gallia, *remissioribus* frigoribus."

Cæsar, B. G. v.

Parse (with accidence and syntax) the words printed in italics.

SECTION VIII.

Alternative to Section IV., for Candidates in Scotland (only).

(a) Translate into English—

"Æneas celsa in puppi, jam certus *eundi*,
Carpebat somnos, *rebus* jam *rite* paratis.
Huic se forma dei, vultu redeuntis eodem,
Obtulit in somnis, rursusque ita visa monere est,
Omnia Mercurio similis, vocemque coloremque
Et crines flavos, et membra decora juventæ:
Nate *dea*, potes hoc sub casu ducere somnos?
Nec, quae te circum *stent* deinde pericula, cernis
Demens, nec Zephyros audis spirare secundos?
Illa dolos dirumque nefas in pectore versat,
Certa *mori*, varioque irarum fluctuat æstu.
Non fugis hinc præceps, dum *præcipitare* potestas?
Jam mare turbari *trabibus*, sævasque videbis
Collucere faces, jam fervere litora flammis,
Si te his *attigerit* terris Aurora morantem.
Eia age, rumpe moras. *Varium* et mutabile semper
Femina. Sic *fatus* nocti se immiscuit atræ."

Virgil, Æn. iv.

(b) Parse (with accidence and syntax) the words printed in italics.

(c) Give the first person singular, present and perfect (indicative mood), with the infinitive and supine (if any) of each of the following verbs:—

Carpebat	Obtulit
Eundi	Cernis
Attigerit	Immiscuit
Videbis	Morantem

(*d*) Translate into Latin:—

Victory cost the Romans much blood.

The cold is so great that the snow is not yet melted.

The unlearned must labour that they may learn.

It is certain that Caius lived many years at Carthage.

I value you more highly every day.

SCHOOL MANAGEMENT.

No part of the first Section may be omitted by any candidate. Not more than *one* Question is to be answered in each of the remaining Sections.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

What is the meaning of the word 'average?' Give a full explanation of it.

What is the *exact* method of finding the three following numbers from Class Registers:—

(1) The average weekly attendance,
(2) " quarterly "
(3) " yearly "

What approximate method of finding (2) and (3) is sometimes used? When will the approximate method give the same result as the exact method?

Which method was adopted in the School in which you were a Pupil Teacher?

What is the *exact* method of finding—

(1) The average annual number of attendances 'of each child present at all'?
(2) The average annual contribution of each child to the School funds?
(3) The average quarterly contribution of each child in a given quarter?

SECTION II.

1. What are the subjects in which children are to be examined under each standard?

2. What are the circumstances under which the Capitation Grant, earned by examination and attendance of the children, is liable to diminution?

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OGRAPHY.

SECTION I.

of—
Hindostan; *or*
2. Canada; *or*
3. Great Britain.
ust not be *indicated* by letters or figures,
a list of names at the side, but *the*
ces *must be inserted in the map.*

SECTION II.

words,—
The coast line of Australia; *or*
The river system of India; *or*
The coast line of Ireland.

SECTION II. (To the Battle of Bosworth.)

1. The conquest of Wales by Edward I.

2. Discuss the question of the assumed Feudal superiority claimed by Edward over the Kingdom of Scotland.

3. The origin of the Commons House of Parliament.

4. The life of the Black Prince; *or* (in Scotland) of Robert Bruce.

5. The growth of the power of the Percies in the reign of Henry IV., and their fall.

6. The insurrection of the Lollards—their opinions—the acts passed against them.

7. The dates, results, and localities of the battles of Agincourt, St. Albans (2), Towton, Hexham, Barnet, Tewkesbury, Bosworth.

SECTION III. (To the Death of Queen Elizabeth.)

1. The claim of Henry VII. to the Crown, and how it was finally settled.

2. The insurrection of Perkin Warbeck, and the consequent war with Scotland.

3. The rise, influence, and character of Wolsey; *or* (in Scotland) of Cardinal Beaton.

4. The Law of the Six Articles; its provisions and consequences. When was it repealed?

5. The history of Lady Jane Grey; *or* (in Scotland) of the Regent Murray.

6. The exploits of Sir Francis Drake.

7. The equipment and subsequent fate of the Spanish Armada; and the Expedition against Cadiz.

SECTION IV. (To the year 1660.)

1. The life and death of Sir Walter Raleigh.

2. The progress of the power of the House of Commons under James I.

3. The character, literary works, and fate of Lord Chancellor Bacon.

4. The amount, and modes of levying the royal revenues at the beginning of the reign of Charles I.

5. The character and fate of Strafford and Laud.

6. The rise of the Covenanters, and the policy of Hamilton and the Earl of Traquair.

7. The chief facts (with dates) in the life of Oliver Cromwell; his character.

SECTION V. (To the year 1789.)

1. The career and fate of the Marquis of Argyle.

2. The acts passed at various times to limit the duration of Parliament; their several objects, and the discussions to which they gave rise.

3. The object and result of the Exclusion Bill.

4. The attacks made by James II. on the liberties of the subject.

5. The foreign wars of William III.

6. The intrigues in the Court of Queen Anne, ending in the disgrace of Marlborough.

7. The character of Sir Robert Walpole, and the chief acts of his Ministry.

SECTION VI. (To the year 1815.)

1. The case of Wilkes, and the cause of the interest it excited.

2. The reasons of the disaffection of the North American Colonies.

3. Relate the chief events of the war which ended in the Independence of the United States.

4. The origin, power, and character of Hyder Ali.

5. Some account of Charles James Fox, Warren Hastings, William Pitt, or Nelson.

6. The attempts made to put down the Slave Trade.

7. The "Berlin decrees"—their object—the measures taken to defeat them.

8. The military events of the War in Spain, in the year 1812.

GEOGRAPHY.

SECTION I.

Draw a map of—

1. Hindostan; *or*
2. Canada; *or*
3. Great Britain.

N.B.—Places must not be *indicated* by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION II.

Describe, *in words*,—

1. The coast line of Australia; *or*
2. The river system of India; *or*
3. The coast line of Ireland.

SECTION III.

1. What are the chief colonies in Australia, and their exports and imports?

2. The inhabitants, government, and chief trade of Canada.

3. All the British settlements in Africa, with an account of the chief trade carried on with each.

SECTION IV.

1. The chief places from which we import mahogany, sandalwood, spices, tea, sugar, coffee, copper ore, peltry, saltpetre, the precious metals, wine, wool, cotton, silk, and oils.

2. Three ships leave Liverpool (1) for New York, (2) for the guano trade, and (3) for New Zealand. What currents and winds will they respectively expect to meet with, or endeavour to avoid?

SECTION V.

Draw up notes for a lesson to children on—

1. Latitude and longitude; *or*
2. The watersheds in England; *or*
3. The fisheries on the coast of Great Britain.

SECTION VI.

What is the best method of teaching geography? Write down instructions for a Pupil Teacher about to give a first lesson to a class who will require to have the nature of a map explained.

EUCLID.

SECTION I.

1. B. iii. prop. 3. If a straight line drawn through the centre of a circle bisect a straight line which does not pass through the centre, it shall cut it at right angles; and if it cuts it at right angles, it shall bisect it.

Through a given point within a circle draw a chord which shall be bisected in that point.

2. B. iii. prop. 6. If one circle touch another internally, they shall not have the same centre.

How does this proposition agree with the fact, that one ring may be made to fit exactly into another? Explain fully.

3. B. iii. prop. 11. If one circle touch another internally in any point, the straight line which joins the centres, being produced, shall pass through the point of contact.

If two circles intersect, the line joining their centres bisects the intercepted circumferences.

SECTION II.

1. B. iii. prop. 14. Equal straight lines in a circle are equally distant from the centre; and conversely those which are equally distant from the centre are equal.

Any two chords which cut a diameter in the same point and make equal angles with it, are equal.

2. B. iii. prop. 17. Draw a straight line from a given point without a circle to touch the circle.

Draw a straight line to touch two given circles which cut one another.

3. B. iii. prop. 21. The angles in the same segment of a circle are equal to one another.

Find within an acute angled triangle a point such that lines drawn from it to the three angles may contain equal angles.

SECTION III.

1. B. iii. prop. 15. A segment of a circle being given, describe the circle of which it is the segment.

Two segments being given, how can you determine whether they are part of the same circle, without completing either?

2. B. iii. prop. 28. In equal circles equal straight lines cut off equal circumferences, *the greater equal to the greater, and the less to the less.*

In what proposition are the latter words quoted, and why are they necessary?

3. B. iii. prop. 32. If a straight line touch a circle, and from the point of contact a straight line be drawn, cutting the circle, the angles which this line makes with the line touching the circle, shall be equal to the angles which are in the alternate segments of the circle.

If on two lines containing an angle, segments of circles be described containing angles equal to it, the lines produced will touch the segments.

SECTION IV.

1. If two straight lines cut one another within a circle, one of them passing through the centre the rectangle contained by the segments of the one, is equal to the rectangle contained by the segments of the other.

Find all the triangles that can be described having the same perimeter and the same verticle angle.

2. If from a point without a circle two straight lines be drawn, one of which touches the circle, and the other cuts it, the rectangle contained by the cutting line, and the part of it without the circle, shall be equal to the square of the line which touches the circle.

If lines be drawn from a given point in the circumference of a circle such that the rectangles between the whole lines, or the parts of them within the circle, be equal, the locus of their extremities will be a straight line.

3. About a given circle describe a triangle which shall be equiangular to a given triangle.

Given the radius of the inscribed circle and two of the angles of a triangle; describe it.

SECTION V.

1. Describe a square about a given circle.

2. Describe an equilateral and equiangular pentagon in a given circle.

3. Describe an equilateral and equiangular hexagon about a given circle.

SECTION VI.

1. Describe a circle which shall touch a given circle, and each of two given straight lines.

2. If two circles be drawn, one within, and the other about a right angled triangle, the sum of their diameters will equal the sum of the sides containing the right angle.

3. Of all quadrilateral figures contained by four given straight lines, the greatest is that which may be inscribed in a circle.

MALE CANDIDATES.—FIRST AND SECOND YEARS.

MENTAL ARITHMETIC.

TWENTY MINUTES *allowed for this Paper.*

You are to enter the answer in the space (_____) left for it, after each question. Nothing is to be written on this paper, except the particulars required in the above Table, and the answers to the questions below. NO ERASURES OR ALTERATIONS ARE PERMITTED. *They will be marked as errors.*

1. $([15 + 13] \div 7) + 16 + 14 + 10 - 8 = x$; $(x \div 9) \times 12 + 2 - 25 =$ (_____).
2. 725 articles at 2*s.* 6*d.* each = (_____).
3. 644 articles at 17*s.* 6*d.* each = (_____).
4. 1,120 articles at $9\frac{3}{4}$*d.* each = (_____).
5. $4678975 \div 25 =$ (_____).
6. $3872250 \div 125 =$ (_____).
7. 242 articles at £1 12*s.* 6*d.* each = (_____).
8. $\cdot\dot{4}2\dot{3} =$ (_____).
9. 480 articles at 19*s.* 9*d.* each = (_____).
10. 21467 articles at $10\frac{1}{4}$*d.* each = (_____).
11. Square root of 16900 = (_____).
12. Square root of 2916 = (_____).
13. 41760 articles at 15*s.* 10*d.* = (_____).
14. Five per cent. on £212 10*s.* = (_____).
15. Five per cent. on £109 17*s.* 6*d.* = (_____).
16. Four per cent. on £375 4*s.* 2*d.* = (_____).
17. Four per cent. on £476 5*s.* = (_____).
18. Find a fourth proportional to 117,143,63 = (_____).
19. $\frac{1}{6} \times \frac{21}{65} \times \frac{13}{56} \times 40 =$ (_____).
20. True discount for one year at five per cent. per annum on £217 7*s.* = (_____).
21. True discount for one year at four per cent. per annum on £786 12*s.* 2*d.* = (_____).
22. What is the least number which, multiplied by 525, gives a perfect square? (_____).
23. Find the least common multiple of 24, 32, 10, 15 (_____).
24. Find the value of $236{\cdot}97 \times 3 \times 7$ (_____).

N.B.—As this exercise presented unusual facilities for copying, other similar, but not absolutely identical, papers were distributed among the Candidates.

ARITHMETIC.

Two *hours and a* HALF *allowed for this Paper.*

You are not permitted to answer more than *one* Question in each of the first five Sections.

The *solution* must in every instance be given *at full length.* A correct answer, if unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

*1. Find the value of

$$(2346784 \times 53 \div 583) + (107298 \div 18 \times 79).$$

2. The annual deaths in a town being 1 in 45, in the country 1 in 50; in how many years will the number of deaths out of 18,675 persons, living in the town, and 79,250 persons living in the country, amount to 10,000?

3. Find the least common multiple of 225, 255, 289, 1023, and 4095.

SECTION II.

*1. Simplify

$$\frac{1}{3\frac{1}{5}} - \frac{2\frac{1}{4}}{9} + \frac{3\frac{5}{8}}{12} + \frac{\frac{5}{7}}{4\frac{5}{7}} + \frac{3 - 2\frac{1}{3}}{4 - 3\frac{1}{4}}.$$

2. What number is that from which if you deduct $\frac{7}{9} - \frac{3}{7}$, and to the remainder add the quotient of $\frac{3}{17}$ divided by $5\frac{1}{4}$, the sum will be $\frac{122}{337} + 10\frac{1}{21}$.

3. Find the sum of the greatest and least of the fractions $\frac{7}{11}, \frac{11}{26}, \frac{10}{23}, \frac{2}{5}$; the sum of the other two; and the difference of these sums.

SECTION III.

*1. If 29,040 copies of a paper be printed, each copy consisting of 3 sheets, and each sheet $3\frac{1}{2}$ feet long by 2 feet broad, how many acres will the edition cover?

2. If A can do as much work in 5 hours as B can do in 6 hours, or as C can do in 9 hours, how long will it take C to complete a piece of work one half of which has been done by A working 12 hours and B working 24 hours?

3. Find in inches and fractions of an inch the value of $\cdot 000\dot{3}551\dot{1}36$ of a mile, and give reasons for the process employed.

SECTION IV.

*1. Multiply $\frac{3}{7}$ of $\cdot 175$ by $\cdot\dot{2}8571\dot{4}$, and divide the result by $\cdot 00425$.

2. Reduce $\frac{5}{9}$ of 16*s.* $4\frac{1}{2}$*d.* to the decimal of £1. 9*s.* $10\frac{1}{4}$*d.*

3. Is it better to invest in 3 per cent. stock at $83\frac{1}{2}$, or in shares at £233. each, on which a dividend of £7. 13*s.* 4*d.* is paid annually? If you have £1000 in the three per cents. and exchange it into the other security, what difference will it make in your income?

SECTION V.

*1. Explain, as for children, the method of practice, and apply it to find the value of 2 tons 7 cwt. 1 qr. 15 lbs. at £1. 3*s.* $4\frac{1}{2}$*d.* per cwt.

2. Explain the method of 'equation of payments.' Apply the method to this question. Sugar is composed of 49·856 per cent. oxygen, 43·265 per cent. carbon, and the remainder is hydrogen. How many pounds weight of each of these materials will there be in one ton of sugar?

3. Explain the method of extracting the square root, and apply it to obtaining the square root of $\frac{5\cdot04}{\cdot021}$.

SECTION VI.

For candidates taking the Papers of the *second* year (only). Four Questions may be answered.

1. A bill of £894. is drawn on Feb. 16th, 1860, at 7 months' date; what will be the immediate discount at 5 per cent.? and what will the discount be on the 1st June, 1860?

2. The exchange between London and Frankfort is 11 florins 52 kreutzers for the £ sterling; the exchange between Paris and Frankfort is 20 francs for 9 florins 20 kreutzers: what is the exchange between London and Paris? (1 florin = 60 kreutzers.)

3. A merchant has teas worth 4*s.* 6*d.* and 3*s.* 6*d.* per lb. respectively, which he mixes in the proportion of 2 lbs. of the former to 1 lb. of the latter, and sells the mixture at 4*s.* 4*d.* per lb. What does he gain or lose per cent.?

4. A tank, which is circular and eight feet in depth, contains 10,000 gallons, what is its diameter?

5. The income tax being 7*d.* in the £., a person has to pay £63. less than when the tax was 11*d.*, although his income has decreased by £300. What was it at first?

6. In a cricket match a certain number of the players make 147 runs among them, in another match the same players increased by 2 make 234 runs, the average of each being 5 more in the second case than in the first. Find the averages, and the number of players.

7. Multiply 3·456789 by 107·34163. The result is required correct to 5 places of decimals only, and no more figures are to be used than are necessary to secure this result.

ECONOMY.

SECTION I.

* Write notes for a lesson to children on cleanliness—of person—of clothes—and of dwellings.

SECTION II.

1. What are the common precautions to be taken to secure the healthiness of a dwelling?

*2. Explain *why* good ventilation is necessary? How do the effects of defective ventilation shew themselves in a school—on the teacher, and on the children?

SECTION III.

1. What are the ordinary means of procuring artificial light? State the advantages of each—the sources whence they are severally procured—and the processes the materials must undergo before they are fit for use.

2. What are the principal substances used for food? What is the special necessity for each? How are they severally best prepared?

SECTION IV.

*1. What are the uses of common salt? Whence is it procured? In what manufactures is it employed? What is its composition?

2. What are the sources whence are procured the materials with which we are clothed? Give a particular account of the manufacture of any *one* of them.

SECTION V.

*1. What are 'taxes'? How are they collected? Mention the different kinds of tax which we pay.

2. What are 'rates'? Distinguish them from taxes. How are they expended? What benefits ought the inhabitants of a district to derive from their payment?

SECTION VI.

1. What are 'wages'? What is the source of a farmer's profit? What are the chief items of his outlay?

*2. What is a 'Savings Bank'? How can the managers afford to give interest on deposits, and repay them afterwards? What provision has lately been made by Government to give greater *facilities* and greater *security* to depositors?

FEMALE CANDIDATES—FIRST YEAR.

THE BIBLE.

You are not permitted to answer more than *one* Question in any Section, except in that headed "Infants."

Candidates who come from, or are going to take, Infant Schools, are advised to answer as many as they can in that ("Infants") Section, before they proceed to answer Questions in the other Sections.

N.B. The foregoing directions were repeated in the other papers whic contain a special section of questions on Infant Teaching.

SECTION I.

Old Testament History.

*1. Enumerate the chief events in the lives of Abraham and Jacob.

*2. Give an account of the institution of the Passover.

*3. What prophecies referring to our Lord are found in the Pentateuch?

4. Give an account of the character of Joshua and Gideon, and of the chief transactions in which they were engaged.

SECTION II.

*1. Describe the character of Samuel, and quote his most remarkable sayings.

2. What writings of David are mentioned in the two books of Samuel? Give an account of the transactions to which those writings refer.

*3. Give instances of generosity, self-control, piety, and magnanimity, in the life of David.

4. How are Joab, Mephibosheth, Achish, Ahithophel, Barzillai, Abiathar, and Zadok connected with the history of David?

SECTION III.

St. Luke's Gospel.

*1. What events connected with the early history of our Lord are related by St. Luke? Give a full account of *one* of those events.

*2. Give an account of *one* of the following transactions, as nearly as possible in St. Luke's words:—The anointing of our Lord's feet, the Transfiguration, the call of Zaccheus, the appearance of our Lord to the disciples at Emmaus.

3. What parables are related by St. Luke alone? Explain the chief points in *one* of those parables in such a way as may be useful to a Pupil Teacher, or in the form of a lesson to your first class.

SECTION IV.

Acts of the Apostles.

*1. Give a full account of the discourse of St. Peter on the day of Pentecost, and of the effects which it produced.

2. Describe the trial of Peter and John before Annas, Caiaphas, and the Council.

3. What circumstances led to the appointment of Deacons? Give an account of the character and death of St. Stephen.

*4. On what occasions are the following persons named in the first 12 chapters of the Acts:—Gamaliel, Ananias, Æneas, Tabitha, Agabus, Barnabas, Rhoda?

INFANTS.

The following Questions have special reference to INFANT SCHOOLS. Candidates who answer Questions in this Section satisfactorily, *and who afterwards pass a satisfactory probation in keeping Infant Schools*, will have a *special stamp* added to their Certificates when issued.

N.B. The same notice was printed at the head of the corresponding section in other papers.

1. Select a parable from St. Luke's Gospel which you think suitable to be the subject of a gallery lesson for Infants. State what moral you would draw from it; and how you would make the narrative vivid.

2. "*Suffer little children to* come *unto me, and forbid them not.*" Explain these words, as you would to Infants.

3. Why does our Lord so frequently speak of "little children" and "little ones" as examples of the Christian temper? Shew how you would apply such passages in advice to Infants about to pass from your school into one for older children.

4. Write out from the Old Testament what you know respecting the infancy of one or more of the persons whose history it contains.

5. Write out *from St. Luke's Gospel* as full an account as you can of every particular of our Lord's life *between* His birth and the age of 13 years.

CATECHISM AND LITURGY.

(*Church of England Colleges.*)

SECTION I.

Prepare a lesson on *one* of the following subjects, with texts and examples from Holy Scripture :—

*1. The privileges of the Christian covenant.

*2. The scriptural conditions of forgiveness and acceptance.

*3. The duty of Children to their Parents and Teachers.

SECTION II.

*Give the heads of lessons upon *two* of the following subjects, with texts and examples :—

Sins of the tongue.
Envy.
Obedience.
Industry.

SECTION III.

* 1. Explain and illustrate the petitions in the Lord's Prayer.

* 2. Explain and illustrate the most difficult words in the Apostles' Creed, or in the exposition of the Commandments.

3. Explain the definition of a Sacrament, and illustrate it by Scriptural texts, giving a clear account of the institution of both Sacraments.

SECTION IV.

1. Shew the propriety of the position assigned to each of the following portions of the Daily Service: the General Absolution, the Te Deum, the Apostles' Creed, the prayer of St. Chrysostom.

* 2. Give an account of the contents of the Litany.

3. What portions of Holy Scripture have been read on Sundays between Whitsuntide and the last Sunday in Advent?

SHORTER CATECHISM.

(*Scotch Colleges.*)

Answer the following Questions in the form of Lessons to Girls between 10 and 13 years old.

SECTION I.

* 1. What are the attributes of God, as stated in the answer to the fourth question in the Catechism? Give proofs from Scripture of His Goodness and Truth.

* 2. Describe, in the words of Scripture and the Catechism, the consequences of Adam's first transgression upon all mankind.

3. "For verily He took not on Him the nature of angels; but He took on Him the seed of Abraham."—Refer this text to the question in the Catechism, which it illustrates, and add other texts of the same import.

SECTION II.

* 1. How did God provide for delivering man from the consequences of the Fall? Give the Scripture texts relative thereto.

2. What are we taught in the Catechism concerning the means by which we become partakers of the Redemption purchased by Christ?

3. "For it is God that worketh in you, both to will and to do of His good pleasure."—With what question in the Catechism would you connect this text? Give further proofs of the answer.

SECTION III.

1. State what are the two great divisions of the Moral Law,—giving the words both of Scripture and the Catechism.

* 2. Under what Commandment would you range the duties of meekness, gentleness, forgiveness of injuries? Enlarge the enumeration of such duties, with Scripture references.

3. "He that loveth pleasure shall be a poor man."—Of what Commandment is this text given as a proof? Add other proofs of what is thereby forbidden.

SECTION IV.

* 1. Write out the Second Commandment, with proper punctuation; and prove, from Scripture, the forbidding of the worship of God by images.

2. Illustrate what is meant by "God's sovereignty over us," and "His propriety in us."

SECTION V.

1. What are the encouragements to Prayer offered to us in Scripture?

*2. Explain the fifth Petition in the Lord's Prayer, and give Scripture proofs.

3. What rules have been given for our direction in Prayer; and on what occasion did our Lord deliver His form of Prayer to the disciples?

GRAMMAR AND LITERATURE.

Every candidate is required to do the paraphrase and parsing.

SECTION I.

*1. Give a short explanation of the nature and use of the verb, noun, and adjective; *or* of the pronoun, adverb, conjunction, and preposition.

*2. Explain what is meant by 'number,' 'gender,' and 'case,' as applied to nouns and pronouns; *or* of 'person,' 'mood,' and 'tense,' as applied to verbs.

3. Mention some of the most common ways in which nouns and adjectives are derived in English.

*4. Prepare full notes of a lesson on nouns, suitable for infants between five and six years old.

SECTION II.

*1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets:–

"On such a stool immortal Alfred *sat*,
And *swayed* the sceptre of his *infant* realms;
And *such* in ancient halls, and mansions *drear*,
May still be seen, but *perforated sore*
And drill'd in holes the solid oak is found,
By worms voracious eaten through and *through*."

The Task, Bk. I.

*2. Express the full meaning of the following passages in plain prose:—

"Amidst thy *bowers* the tyrant's hand *is seen*,
And desolation saddens all thy green;
One *only* master grasps the *whole* domain,
And *half* a tillage *stints* thy smiling plain;
No *more* thy glassy brook reflects the day,
But, choked with sedges, *works* its weedy way."

Deserted Village.

"Nature, a mother kind *alike* to all,
Still *grants* her bliss at *labour's* earnest call;
With food as well the peasant is supplied
On Idra's cliffs *as Arno's* shelvy *side;*
And, *though* the rocky crested summits *frown,*
These rocks, by custom, *turn* to beds of down."

Traveller.

SECTION III.

* Parse the words printed in Italics in the passage (or one of the passages) which you have taken for paraphrase; *or* in the following passage:—

"There is not a *more* pleasing *exercise* of the mind *than gratitude. It* is accompanied with *such* an inward satisfaction; *that* the duty is *sufficiently* rewarded by the performance. It is not *like* the *practice* of many other virtues, *difficult* and painful, but *attended with so much* pleasure, that, *were* there no *positive command which* enjoined it, a generous mind *would indulge* it, for the natural gratification which *accompanies it.*"

SECTION IV.

1. Parcel out into simple sentences the passage (or one of the passages) which you have paraphrased.

2. Prepare an analysis of the passage (or one of the passages) which you have paraphrased, or of that which is printed in Section III.

SECTION V. (SUPPLEMENTARY).

1. Write out from memory, in proper metrical form, with correct punctuation, about ten lines from *The Tusk,* or from any other poem *written in blank verse.*

*2. Mention, and correct, some of the errors in writing and speaking into which persons most commonly fall through ignorance of grammar.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

The answers to this Paper will be judged of as an exercise in Composition.

You are not permitted to answer more than 8, nor less than 5 Questions.

Write the first line of your first answer as a specimen of copy setting in *large text hand,* and the first line of your second answer as a specimen of copy setting in *small hand.*

1. Write full instructions for a Pupil Teacher about to take charge of the reading lessons in a class of children of average attainments, between 6 and 7 years of age.

2. What method of teaching the elements of reading is adopted in your practising school? What do you consider to be the principal advantages of that method? *or*, which method do you recommend from your own experience?

3. Make out a list of faults to be avoided by teachers in superintending lessons in penmanship.

4. Give a clear and full account of the system by which children are best instructed in spelling and in writing from dictation, together with an accurate estimate of the quantity of dictation that ought to be done in 25 minutes by a class of girls between 11 and 12 years of age.

5. What proficiency in arithmetic is required in the Revised Code for girls in each of the groups in which a school should be arranged for examination? Under what circumstances may such proficiency be reasonably expected at the ages corresponding with the several groups?

6. What are the principal causes of the failures of girls under examination in arithmetic? By what expedients are those causes most effectually counteracted?

7. Give an accurate estimate of the quantity of work which ought to be done in the time allotted for arithmetic every week. How can the results be registered and defects corrected most effectually?

8. By what exercises are faults in articulation best corrected? What letters, and combinations of letters, present the greatest difficulty in teaching? Give instances of the best mode of teaching children to read words containing such combinations.

9. To what extent should simultaneous reading be allowed? Give an estimate of the quantity of words each girl in a class of 20 children between 9 and 10 years old ought to read in a lesson of 30 minutes.

10. Prepare full notes of lessons on *two* subjects selected from the subjoined list:—

The Cow, sheep, or pig.
The Bee, or butterfly.
Poisonous herbs.
Parts of a flower.
Coal, or iron.
Leather, candles, or soap.
Good temper.
Truthfulness.
Neatness and cleanliness,

11. What are the chief principles to be kept in mind in giving instruction to young children? What technical terms are especially to be avoided in giving collective lessons to young children? Prepare a list of such terms and of the expressions which you would substitute for them as more intelligible, and better adapted to their capacities and wants.

INFANTS.

1. In what respects should a school-room for infants be fitted up differently from one for older children? Why?

2. State exactly how you would proceed in teaching the *letters of the Alphabet* to Infants. What difficulty arises from the names of the letters in teaching to *spell?*

3. State exactly the lessons on which you would depend for cultivating the *memory* of Infants.

4. Describe the principal expedients which have been devised for facilitating instruction in the first elements of *writing.*

5. State the exact means by which you would endeavour to teach Infants to *speak* in a proper tone, and with proper clearness.

6. Write notes of a lesson on

The Human Hand; *or*
Foot; *or*
Eye;

explaining distinctly your object in giving the lesson, and the means by which you propose to make it intelligible and attractive.

7. What exercises are best adapted to teach infants to observe, and to give an account of common objects?

BRITISH HISTORY.

SECTION I.

*1. What Roman Emperors or Generals are connected with the early history of this island? What traces of the Romans still remain in England, or Scotland?

2. What length of time intervened between the first coming of the Saxons, and their union under one king? Name the chief events in that period.

3. Give an account of the conversion of the Saxons to Christianity.

*4. Name the chief events in the reigns of Egbert, Edgar, Alfred, Canute, and Edward the Confessor.

5. Describe the most important usages and institutions of the Saxons.

SECTION II.

1. What were the principal effects of the Norman Conquest upon the religion, institutions, and general condition of the people?

*2. Describe the character of each of the sons of William I.; and name the principal events in the reign of Henry I.

*3. Give the date of the accession of each of the first six kings after the Conquest. Name the Queens Consort of William I., Henry I., Richard I. For what were these Queens severally remarkable?

4. Name the English Princes who took part in the Crusades, and relate some characteristic incident in the life of each.

Or, (in Scotland)

What kings of Scotland were connected by marriage with the Royal Family of England? Give the date of the accession of each.

SECTION III.

1. Name the chief ecclesiastics of the period between the Conquest and the accession of Edward I.

2. When were the following battles fought, between what forces, under what leaders, and with what results?—Bannockburn, Cressy, Agincourt, Towton, Tewkesbury, and Evesham.

*3. What circumstances led to the deposition of Richard II.?

*4. Give some account of the Queens of Edward I., Edward III., and Richard II.

Or, (in Scotland)

Give a sketch of the Wars with England, under the first three Edwards.

SECTION IV.

*1. Describe the character of each of the three Princes of the House of Lancaster.

*2. Trace the descent of Edward IV., and give some account of his reign.

3. In what reigns, and under what circumstances,

did the following events take place?—The constitutions of Clarendon, the signing of Magna Charta, the calling of the Commons to Parliament, the use of Artillery in War, and the Invention of Printing.

Or, (in Scotland)

Give a short account of the chief events

(1.) in the reign of Malcolm Ceanmore;

(2.) during the minority of James IV.

GEOGRAPHY.

SECTION I.

* 1. Give a general account of the shape and dimensions of the Earth.

* 2. Explain the terms *latitude, longitude, axis, equator, zone.* How many zones are there? What is the extent of each?

* 3. What effects are produced by the diurnal movement of the earth?

* 4. Explain clearly, as in a lesson to girls, the difference in the length of the days in summer and winter.

SECTION II.

1. Compare the extent and general outline of Europe with those of Asia, Africa, *or* America.

2. What are the chief physical peculiarities of Africa?

3. Give some account of the extent and principal characteristics of the Pacific, *or* the Atlantic Ocean.

* 4. Name the chief inland seas and lakes in the Old and New World.

SECTION III.

* 1. Name the principal heights in England, and describe carefully *one* range, or group of hills.

2. Describe the physical features and productions of *one* of these counties: — Lancashire, Yorkshire, Devonshire, or Norfolk. Name the chief towns, and state for what they are most remarkable.

* 3. Which are the principal mining districts in England? Describe the physical features, productions, and chief towns, of *one* of these districts.

SECTION IV.

1. Where are these towns situated, and for what are they severally remarkable?—Stockton, Yarmouth, Kidderminster, Birkenhead, Ilfracombe, Truro, Londonderry, Belfast, Waterford, Huddersfield, Paisley, Inverness, Leith, Dundee.

2. Name the chief ranges of hills in Ireland and Scotland; give the height of each range; and describe *one* range in each country.

*3. Describe the course of the Shannon, the Tweed, *or* the Trent.

SECTION V.

1. Draw a map of the coast line of England and Wales from Morecambe Bay to the Bristol Channel, with all the rivers and the chief towns upon each.

2. Draw a map of the Irish Sea and St. George's Channel.

3. Draw a map of the coast line of the east or west of Scotland, with the rivers and seaports.

V.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

INFANTS.

1. How would you proceed in giving the first idea of a map to Infants?

2. Given *a lighted candle,* and the toy called *cup and ball.*

How, with these things, could you exemplify the causes of day and night, and of the seasons? State the exact steps of your illustration.

FEMALE CANDIDATES—SECOND YEAR.

THE BIBLE.

SECTION I.

Old Testament.

1. Name the principal events in the lives of Solomon and Rehoboam.

2. In which reigns did the principal reformations of religion take place in the kingdom of Judah? Give a full account of one of those transactions.

3. Give some account of the transactions between the kingdoms of Judah and Israel in the reigns of Asa and Jehoshaphat.

4. Name the most remarkable persons connected with the rebuilding of the Temple, and give an account of their proceedings.

SECTION II.

1. In which prophecies are the sufferings and resurrection of our Lord most distinctly predicted?

2. Explain the meanings of the names given Christ in the Pentateuch, the Psalms, and Isaiah?

3. Quote prophecies which speak of the time, place, and circumstances of our Lord's birth.

SECTION III.

St. Luke's Gospel and the Acts of the Apostles.

1. What sayings and parables of our Lord are recorded by St. Luke alone? Give an explanation of *one* of these parables in the form best adapted for the elder pupils in a school.

2. Give an account of *one* of these transactions, as nearly as possible in St. Luke's words:—The anointing of our Lord's feet; the call of Zacchæus; our Lord's appearance to the disciples at Emmaus.

3. What discourses and sayings of St. Peter are recorded in the first 12 chapters of the Acts? Give an account of the third of the discourses thus enumerated.

SECTION IV.

1. On what occasions are Barnabas, Timothy, Silas, and Trophimus mentioned in the Acts? Describe the characters of the two first named.

2. Under what circumstances was the Gospel first preached at Antioch, Philippi, Ephesus, Athens, and Corinth? Give a full account of the occurrences at *one* of these places.

3. What discourses of St. Paul are recorded in the Acts? Give a clear account of *two* discourses, one addressed to Jews, one to Gentiles.

SECTION V.

Epistle to the Hebrews and of St. James.

1. By what arguments is our Lord's superiority to the Angels, and to Moses, shewn in the Epistle to the Hebrews?

2. What are the chief peculiarities of our Lord's priesthood?

3. Quote passages which shew the efficacy of our Lord's death; or the superiority of the New Testament to the Old.

4. Quote passages in which St. James enforces practical duties.

5. What proofs of faith and religion are required by St. James?

CATECHISM AND LITURGY.

(Church of England Colleges.)

SECTION I.

1. Prepare a lesson, adapted for girls between 11 and 13 years of age, on *one* of the following subjects, with texts and examples from Holy Scripture:—

Death unto sin;
The Fifth Commandment;
Sins of the tongue.

2. Make out a list of words and expressions in the Catechism which require explanation, together with such explanations, texts, and illustrations, as may be useful to an intelligent pupil teacher.

SECTION II.

1. Draw out the full meaning of the Sixth, Eighth, and Tenth Commandments, with copious illustrations from Holy Scripture.

2. Prepare the heads of a lesson upon Prayer, giving instances of every form of Prayer, both from the Old and the New Testament.

SECTION III.

1. What persons were chiefly concerned in the preparation of the first book of Common Prayer? In what respects did that book chiefly differ from our present form?

2. When, and under what circumstances, were the most important alterations made in the Daily Service, and in the Service for Holy Communion?

SECTION IV.

1. Give some account of the preparation of the Thirty-nine Articles.

2. State the doctrine of our Church upon some of the following points, as it is declared in the Articles:—

The Person of Christ;
The authority of Holy Writ;
Justification;
Original sin;
Necessity of good works;
Works of supererogation;
The Sacraments.

SHORTER CATECHISM.

(Scotch Colleges.)

Answer the following Questions in the form of Lessons to Girls between 10 and 13 years old.

SECTION I.

1. State what duties we learn from the consideration of God's being a Spirit, and of His Holiness and Truth; giving proofs from Scripture.

2. What is related in Scripture, and stated in the Catechism, of the creation of man after God's own image?

3. Explain wherein consisted the sin of the act by which our First Parents fell from the estate wherein they were created.

SECTION II.

1. "The wages of sin is death."—What answer in the Catechism does this text illustrate? Refer to passages in Scripture bearing on other parts of the same answer.

2. Describe the Providence of God, and give Scripture proofs, with such examples as might be introduced in your lesson.

3. Describe the misery of man consequent upon the Fall, giving the Scripture references, and such examples as might be offered in your lesson.

SECTION III.

1. Write out the Fourth Commandment, with proper punctuation, and explain the force of the word "remember."

2. What lesson do w elearn from Christ's humiliation?

3. Paraphrase the answer to the question, "What are we specially taught by these words *before me* in the First Commandment?"

SECTION IV.

1. Give Scripture proofs of what we pray for in the fifth Petition of the Lord's Prayer.

2. "What rule hath God given for our direction in Prayer?" Illustrate the first part of the answer.

3. "Give me neither poverty nor riches."—With which of the Petitions is this to be connected? Add other texts of the same import.

SECTION V.

1. Specify the three several parts into which the Lord's Prayer may be divided?

2. What are the Scriptural encouragements to prayer, when offered up in a right frame of mind?

3. State fully for whom, and for what things, we are to pray.

GRAMMAR AND LITERATURE.

Every candidate is required to do the paraphrase and parsing.

SECTION I.

1. Which are the relative pronouns in the English language? State and exemplify the rules for their agreement and government.

2. Show what real tenses the English verb has, and how its deficiencies of inflection are supplied.

3. Which of the simple elementary sounds in English have no sign or letter corresponding to them in our alphabet, and which of the 26 letters composing it might be dispensed with?

4. Prepare notes of a lesson on prepositions or conjunctions.

SECTION II.

Paraphrase *one* of the following passages:—

1. "Far off from *these*, a slow and silent *stream*,
Lethe, the water of oblivion, *rolls*
Her watery *labyrinth*, *whereof who* drinks
Forthwith his *former state* and being *forgets*,
Forgets both joy and grief, pleasure and *pain*."
Paradise Lost, Bk. II.

2. "I *turned aside*
And strolled into *her* garden. It appeared
To lag *behind* the season, and *had lost*
Its pride of neatness. Daisy flowers and thrift
Had broken *their* trim lines, and *straggled* o'er
The *paths* they used to *deck*.
Excursion, Bk. I.

3. "As when from mountain tops the dusky clouds
Ascending while the north wind sleeps, *o'erspread*
Heav'n's cheerful *face*, the low'ring element
Scowls o'er the darkened landskip snow or *shower*;
If chance the radiant sun with farewell sweet
Extend his evening beam, the fields revive,
The birds their *notes* renew, and bleating herds
Attest their joy, *that* hill and valley *rings*."
Paradise Lost, Bk. II.

SECTION III.

1. Give an example of a "complex," and also of a "compound" sentence, from the passage which you have paraphrased, and analyse each of them.

2. Analyse the passage which you have paraphrased.

SECTION IV.

Parse the words in italics in the passage which you have paraphrased.

SECTION V. (SUPPLEMENTARY.)

1. Write out from memory, in proper metrical form, and with correct punctuation, about ten lines from one of the poems which you have been studying during the past year, or from any other poem *written in blank verse.*

2. State briefly what you believe to be the advantages of being acquainted with the elements of English Grammar.

3. Give a short sketch of the origin and growth of the English language, mentioning the writers whose works have had most influence in forming it.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

These Questions must be answered *thoughtfully, and in detail.*

The Answers will be judged of as an exercise in Composition.

The Questions on School Registers, at the end, must not be omitted by any Candidate. Not more than *six* other Questions may be answered.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand.*

1. In a school of 100 girls between 7 and 12 years of age, what proportion of time should be allowed in the course of a week for each subject of instruction? Support your statement by satisfactory reasons.

2. What assistance would you require in order to give efficient instruction to every class? Supposing that you cannot get efficient Pupil Teachers, what substitutes would you propose to employ? Write out the instructions you would give to each of your assistants

with special reference to the faults most commonly committed in teaching elementary subjects.

3. What are the best arrangements for lessons in arithmetic? State fully, and give reasons exactly, for the causes of the frequent failures in this subject, and the methods by which you propose to counteract them.

4. By what plans would you collect and present, in a clear and complete form, the results of an examination of your school in all elementary subjects?

5. How would you ascertain and enable your school managers, and the Inspector, to ascertain the circumstances which would justify you in presenting girls for examination in a group below that to which they would properly belong by reason of their age?

6. State the moral faults to which you have found girls of various ages most liable; and explain clearly the principles which you should bear in mind in dealing with them.

7. How far, and under what circumstances, is it advisable to bring cases of misconduct or perversity under the notice of a large class of children?

8. Shew the effects of injudicious punishments upon the temper and character of children.

9. Upon what principles and qualities does the moral influence of a school-mistress chiefly depend?

10. Write a letter which, in your opinion, would produce a good effect upon a Pupil Teacher who is in danger of losing her influence by some special fault which may have come under your notice.

11. How far should emulation be encouraged as an incentive to exertion?

12. Give the heads of an address to girls about to leave school, pointing out the qualifications most important to persons employed in household work.

School Registers.

What is the meaning of the word 'average'? Give a full explanation of it.

What is the *exact* method of finding the three following numbers from Class Registers:—

(1) The average weekly attendance,
(2) „ quarterly „
(3) „ yearly „

What approximate method of finding (2) and (3) is sometimes used? When will the approximate method give the same result as the exact method?

Which method was adopted in the School in which you were a Pupil Teacher?

What is the *exact* method of finding—

(1) The average annual number of attendances 'of each child present at all'?

(2) The average annual contribution of each child to the School funds?

(3) The average quarterly contribution of each child in a given quarter?

BRITISH HISTORY.

SECTION I.

1. Describe the character of Henry VII. What insurrections took place in his reign, and with what results?

2. Name the sovereigns with whom Henry VIII. was contemporary. On what occasions was he brought into personal contact with any of them?

3. Name the most distinguished persons who were executed by the authority of Henry VIII., and state the grounds of the condemnation of two or more of them.

4. Give some account of the transactions between England and Scotland in the reigns of Henry VIII. and his son.

SECTION II.

1. Give an account of the loss of Calais. Name the chief statesmen in the reign of Elizabeth. For what were they severally remarkable?

2. Give an account of the arrival and dispersion of the Spanish Armada.

3. How was Scotland governed from the departure of James VI. to the date of the Legislative Union with England? How, and when, was this last event brought about?

SECTION III.

1. Give some account of the state of parties at the accession of Charles I.

2. What parliaments were called in the reign of Charles I.? Give an account of the chief transactions in *one* of them.

3. Name the principal causes which led to the rupture between Charles I. and the Long Parliament.

SECTION IV.

1. When did the following persons live, and for what were they severally remarkable?—Sir F. Drake, J. Hampden, Lord Falkland, Admiral Blake, Lord William Russell.

2. Describe the circumstances which led to the abdication of James II.

3. Name the principal persons in the reign of Queen Anne, and give an account of their most conspicuous acts.

4. What attempts were made by the descendants of James II. to recover the throne? Give an account of *one* of these attempts.

SECTION V.

1. What circumstances led to the war which terminated in the independence of the United States?

2. What were the most important events in the administration of Sir R. Walpole, of the Earl of Chatham, of Lord North, or of William Pitt?

3. What battles were won by British troops under the command of the Duke of Wellington? Describe one of these battles.

4. Name the chief events in the reign of Queen Victoria.

GEOGRAPHY.

SECTION I.

1. What is the population of England, Wales, and Scotland? Which parts of each country are most densely populated? Give some account of the occupations and habits of the people in *one* of these districts.

2. Describe generally the conformation and physical features of Ireland, *or* Wales

3. Enumerate the mineral products of Great Britain, and describe the situation and extent of the principal mineral deposits.

SECTION II.

1. Name the British dependencies in Asia and Africa, and describe the physical features and general condition of Cape Colony, *or* the Presidency of Bombay.

2. Where are these places situated—for what are they severally remarkable? Montreal, Toronto, Benares, Delhi, Surat, Cape Town.

3. Describe the climate, productions, and general physical features of New Brunswick, New Munster, New South Wales, *or* Tasmania.

SECTION III.

1. Give an account of the extent, average height, and chief characteristics of *one* of the following ranges: The Pyrenees, Carpathians, or Apennines.

2. Where are the following cities situated? For

what are they severally remarkable? Toulon, Dijon, Cherburg, Mannheim, Augsburg, Dantzig, Breslau, Trieste, Cracow, Parma, Corunna, Granada, Belgrade, Riga, Kief.

3. Name the chief rivers of Germany, France, and Spain, and describe the course of the Danube.

4. What are the chief natural and artificial products of Prussia,—Denmark,—Italy, *or* Turkey in Europe?

SECTION IV.

Draw two maps—

1. of Spain, Greece, Switzerland, or the Baltic Sea.
2. of New Zealand, Tasmania, or Upper or Lower Canada.

In each map insert the seaports and principal rivers, with names.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

FEMALE CANDIDATES—FIRST AND SECOND YEARS.

ARITHMETIC.

The *solution* must in every instance be given *at full length.* A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

* 1. Find the sum of twenty-seven thousand, eight hundred and forty-nine—thirty-eight thousand, five hundred and forty-six—eight thousand and nine—twelve thousand, nine hundred and sixty-three—five thousand and forty—five hundred and seventy-eight thousand and forty-six—nineteen thousand and sixty—twenty-seven thousand eight hundred and forty-seven.

* 2. From thirty millions, thirty thousand and thirty, subtract three millions, three thousand and three.

* 3. Multiply 51948673 by 7040908.

* 4. Divide 7321987645 by 279864.

SECTION II.

1. Make out the following bill:—

16	yards	broad cloth,	at...	27*s.*	6*d.*	per yard.
18	„	second „	at...	14*s.*	9*d.*	„
13	„	brown „	at...	11*s.*	10*d.*	„
14¼	„	scarlet „	at...	24*s.*	4*d.*	„
62¾	„	„ „	at...	9*s.*	8*d.*	„

2. How many yards of cloth would be needed for the clothing of ten thousand soldiers, if each coat took $1\frac{3}{4}$ yards, a pair of trowsers $1\frac{1}{2}$ yards, and a waistcoat $\frac{3}{4}$ yard?

* 3. How much property-tax must be paid on £7964. at 2*s*. $9\frac{3}{4}$*d*. in the pound?

4. If a farmer can keep 20 cows that make £15. worth of butter each a year, on 40 acres of land costing 25*s*. an acre for rent annually, what does he gain by the cows?

* 5. Find the value of 3068 articles at £1. 15*s*. $7\frac{3}{4}$*d*., and of $217\frac{1}{2}$ at £5. 19*s*. $6\frac{1}{2}$*d*.

6. Find, by Practice, the value of $4786\frac{1}{4}$ at £3. 10*s*. 6*d*., and of $246\frac{2}{5}$ cwt. of sugar at £3. 10*s*. 6*d*.

SECTION III.

* 1. A number of men proceed on an expedition with provisions for nine days, at the rate of 1 lb. 2 oz. for each man per day. The quantity of provisions furnished amounted to 5062 lbs. 8 oz. Required the number of men.

* 2. A man spends £155. 5*s*. 7*d*. per year; how much will he lay by in 37 years out of £200. per annum?

3. Exchanged 40 yards of muslin, worth 2*s*. 6*d*. per yard, for 30 yards of linen: what was the linen valued at per yard?

4. If £25 11*s*. $3\frac{3}{4}$*d*. pay the carriage of 15 tons, 16 cwt. 14 lbs. for 240 miles, what weight should be carried 180 miles for the same sum?

5. If 24 oxen require 6 acres of turnips to supply them for 10 weeks, how many acres would supply 6 scores of sheep for 15 weeks, on the supposition that 3 oxen eat as much as 10 sheep?

SECTION IV.

* 1. Add together $5\frac{1}{5}$, $4\frac{1}{4}$, $3\frac{1}{3}$, and $2\frac{1}{2}$.
Divide $(\frac{6}{7} - \frac{2}{3})$ by $(\frac{3}{4} + \frac{2}{3})$.

2. If $7\frac{5}{8}$ yards cost £7. 18*s*. 4*d*., how much did $49\frac{3}{11}$ yards cost?

3. Divide ·002 by 34·2, and find the value of ·00964 cwt.

4. What is the sum of ·09 of £1. 3*s*. 2*d*., and ·51 of £19?

SECTION V.

1. What is meant by numeration and notation? Give examples, and explain, as to a class, the method of multiplying by $5\frac{1}{2}$ and $30\frac{1}{4}$.

2. Why, in proportion, must the third term be of the same kind as the fourth?

3. Prove that, if the terms of a fraction be multiplied or divided by the same number, the value of the fraction is not altered.

4. Reduce $\frac{6}{9}$ to its lowest terms; multiply it by $\frac{3}{4}$, and divide the product by $\frac{1}{2}$. Explain each step in the solution.

5. Explain the terms decimal fraction, decimal point. Shew how a decimal is reduced to its equivalent vulgar fraction, and prove that cyphers may be added to one side of a decimal without altering its value.

SECTION VI.

1. Find the interest on £189. 16*s*. 6*d*. for 341 days at $3\frac{1}{4}$ per cent.

2. Find the amount of £5433. 13*s*. $11\frac{1}{2}$*d*. for 5 years 8 months, at $2\frac{3}{4}$ per cent.

3. In what time will the interest of £325., at $3\frac{1}{4}$ per cent. per annum, pay a debt of £67. 12*s*.?

4. A person who began business $5\frac{3}{4}$ years ago, increased his capital at the rate of 15 per cent. per annum simple interest, and it now amounts to £5960. What had he at first?

INFANTS.

1. State exactly the steps by which you would explain to children under seven years of age the figures denoting number, (*a*) as far as 9 inclusive, (*b*) beyond 9.

2. State exactly the use you would make of the Black Board and of Slates in teaching Arithmetic to children under seven years of age.

3. What are the advantages and disadvantages of teaching the first steps in Simple Addition and Simple Multiplication, through *the memory* alone? State expedients by which you might appeal to *the senses*,—remembering that you have large numbers of children present together, and not only individuals.

DOMESTIC ECONOMY.

Two *hours allowed for this Paper.*

SECTION I.

1. Compare the advantages of linen, cotton, and woollen clothing, with regard to durability, health, and economy.

2. To what extent should cutting out be taught in a well ordered school? What expedients would you adopt in order to give the children practical instruction in this art?

3. What ought to be the yearly cost of clothing for a girl between 14 and 15 years of age, the daughter (1) of a mechanic, *or* (2) of a day labourer? Support your opinion by a detailed estimate.

SECTION II.

1. Prepare a table of diet for school children between 10 and 13 years of age. Explain the advantages of the various substances which you would use, having regard to economy, and the health and strength of the children.

2. Explain the reasons why meat, intended for the table, should be boiled slowly? Under what circumstances may rapid boiling be allowable?

3. How may the following articles of food be prepared, so as to be both economical and palatable:—oatmeal, rice, sheep's head, and fish?

SECTION III.

1. Give directions for washing woollen articles, and for getting up fine linen; and, as far as you are able, give intelligible reasons for the process which you recommend.

2. Mention some faults commonly committed by laundry-women, the causes to which they are attributable, and the effects they produce upon the appearance and quality of clothing.

SECTION IV.

Prepare full notes for lessons on *two* subjects selected from the following list:—

Duties of a nurse-maid, *or*
Kitchen-maid;
Causes that predispose to typhus fever, or other prevalent diseases;
Symptoms of scarlet fever, *or* of croup, and simple methods of dealing with them until medical assistance can be obtained;
The different modes in which small savings may be turned to a good account.

INFANTS.

1. What means have been devised to teach Infants the names and movements of common domestic processes, such as washing, baking, ironing, &c.?

2. Write the notes of such a lesson as would be intelligible and interesting to Infants on *catching cold; what it means, and how to avoid it.*

MALE AND FEMALE CANDIDATES.--FIRST AND SECOND YEARS.

MUSIC.

Acting teachers *not under examination as students* must file with this paper, through the left hand upper corner, the certificate which they are required to produce from some competent person (such as the organist of their church, &c.) to the effect that they possess such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes. Candidates *under examination as students* need not file any certificate with this paper. Their certificates are separately furnished by the authorities of the Normal School.

I. Make a time-table, shewing the proportions to each other of the several divisions of notes, and append a table of corresponding rests.

II. (1.) Explain the terms *scale, key, key-note, interval, mode, tone, semitone.* (2.) Illustrate your explanation of each term.

III. (1) Name the two principal divisions of time, and the sub-divisions of these, and define them severally. (2) Write out short passages of music in the times indicated respectively by ₵ $\frac{3}{2}$, $\frac{3}{4}$, $\frac{6}{8}$, each in a different key, and prefix the proper signatures.

IV. (1) Define *sharps, flats, naturals, accidentals, dotted notes, double sharps, double flats, accent, syncopation.* (2.) Give an example, to illustrate your definition of each.

V. (1.) Write the proper signatures to the major keys of B♭, E and G; and to the minor keys of C and D. (2.) Write the scale of C major, and its corresponding minor scale, ascending and descending; and name the sub-dominant, dominant, and leading-note in each ascending scale.

MUSIC.

This Paper is to be kept solely in the hands of those who preside at the Music Examination. The explanations given below are to be read *verbatim* to the Candidates, without any addition; and the other directions, as printed in italics, are to be strictly adhered to.

All the music here given is to be written by the Candidates *before* the Questions on their own Papers are answered. Only *one* hour is to be allowed to this exercise.

The Examiner will place himself at the Piano or Harmonium—the Candidates not being in sight of the keys—and will proceed to read as follows:—

No. I.

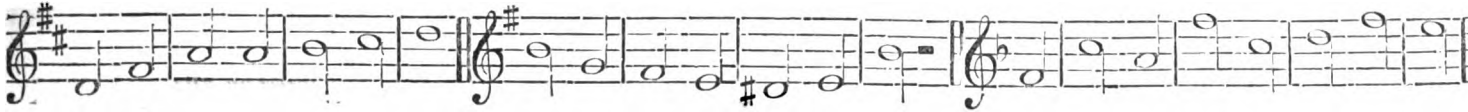
Three passages of Music, marked X, Y, Z, will be played to you slowly three times over. You will endeavour, after *the third time* of hearing each, to write it in the proper place on your Examination Papers from memory, regarding merely the *pitch* of the notes, and not noticing at present the duration of them.

That marked X is in the key of D Major. (*Play it three times slowly and wait till written.*)

That marked Y is in the key of E Minor. (*Play it three times slowly and wait till written.*)

That marked Z is in the key of F Major. (*Play it three times slowly and wait till written.*)

X (in D Major) Y (in E Minor) Z (in F Major)



No. II.

Two other passages, marked O, P, will now be played to you three times, as before, which you will endeavour to distribute into bars, and write in correct *time.* O is in the key of E Major, and P in the key of B♭ Major.

(*Proceed as before—only counting the time audibly in each case.*)

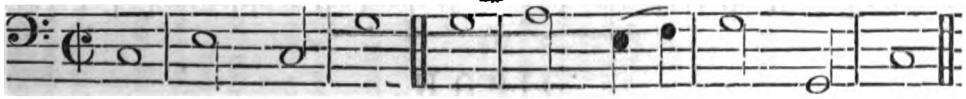
P

No. III.

One more passage, marked M, will now be played, which you will endeavour to write from memory. It is in the scale of C Major, in Common Time, and is to be written in the Bass Clef, and distributed into bars.

(*Play it four times slowly, without counting.*)

M



LIST

(IN ORDER OF MERIT)

OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR ADMISSION INTO NORMAL SCHOOLS, PURSUANT TO THE MINUTE OF 21st MARCH, 1863.

CHRISTMAS, 1863.

NOTE.—The Names of Candidates who have *not* been Pupil Teachers, and of the Normal Schools at which they severally attended for Examination, are printed in *italic*.

I. *Church of England.—Males.*

FIRST CLASS.

Larcher, Wm. Gustavus F. Chelsea, St. Mark's Practg. S.
Onion, George ..... Snenton (Notts) N.S.
Jones, Thomas ..... Chelsea, St. Mark's Practg. S.
Dyer, Walter ..... Scudamore Schools, Hereford.
Neale, Samuel ..... West Bromwich, All Saints' N.S.
Turner, William ..... Exeter, St. Sidwell's N.S.
{ Bond, Charles ..... Tetbury N.S.
{ Rose, Edward ..... Snenton (Notts) N.S.
Stubbs, Richard H. O..... Chelsea, St. Mark's Practg. S.
{ Roberts, George ..... Wepre, St. Mark's N.S.
{ Stott, Samuel W..... Whittlesea N.S.
{ Francis, Edward ..... Swansea N.S.
{ Major, Lawrence B. ..... Dorchester N.S.
Board, George ..... Weymouth, St. Mary's N.S.
Reynolds, Thomas ..... Bridgnorth, St. Mary's and St. Leonard's N.S.
Gooden, James George .. Reading, St. John's N.S.
Hefford, Joseph ..... Hanwell, Central London District S.
{ Atkins, George ..... Leicester, St. Mary's Laxton Street N.S.
{ Goulden, William ..... Wilton N.S.
{ Plumridge, Henry ..... East Grafton N.S.
{ Humphreys, Isaac ..... Cobridge N.S.
{ Turner, William ..... Southmolton, Castle Hill N.S.
Tickner, Thomas W. .... Bramley C. of E. S.
Nichols, Thomas H..... South Stoneham, Portswood & Highfield N.S
{ Francis, Frederick ..... Eltham N.S.
{ Merton, Robert .... St. John's Wood, St. John's N.S.
{ Paddock, George ..... Salisbury, St. Martin's N.S.
{ Taylor, John ..... St. John's Wood, St. John's N.S.
{ Boyce, Joseph ..... Moulton and Overstone N.S.
{ Diprose, James ..... Brenchley N.S.
{ Goodacre, Robert ..... Peterborough Practising S.
Tarran, James Danl. .... Canterbury N.S.
{ Gardiner, Alphonso ..... Guisborough Providence S.
{ Thompson, George ..... Nottingham, St. John Baptist N.S.
Williams, Thomas ..... Tyn Twr C. of E. S.
Moore, John ..... Douglas (I. of Man), St. Barnabas N.S.
Sutherland, George ..... Birmingham, Bishop Ryder's S.
{ Field, William ..... Hitchin, St. Mary's N.S.
{ Hamer, David ..... Llanidloes N.S.
{ Harding, Fredk. E..... Portsea, All Saints' N.S.
{ Hawksford, Thos. G. .... Bulkington N.S.
{ Hockin, Leonard G..... Phillack Boys' N.S.
{ King, George ..... Brompton, (Chatham) N.S.
{ Martin, Frederick..... Maidstone, St. Paul's N.S.
Corby, John Clark ..... Redruth N.S.
Ediss, William K. ..... Southampton, St. Mary's S
{ Hale, Stephen ..... Ormskirk United Charity S.
{ Hill, William I. ..... Rowington N.S.

First Class—*continued.*

Berry, George Jas. .....Exmouth N.S.
Redfearn, James .....Derby, Curzon Street N.S.
Swinnerton, James.....Bridgnorth, St. Mary's Low Town N.S.
Burnett, William John ..Shincliffe Parl. S.
Taylor, Henry .....Chelsea, St. Mark's Practg. S.
Booth, Henry C. .....Bilston, St. Leonard's N.S.
Davies, John ....St. Fagan's Castle Ch. of Eng. S.
Hoare, George .....Axminster N.S.
McKaig, Leonard .....Crewe N.S.
Mills, James..... .....Newtown (Montgomery) N.S.
Stephenson, Leonard B...Stepney, Trinity S.
Thompson, James .....Blackburn, St. Luke's S.
Walton, James.....Idle N.S., Leeds.
Newhook, James .....West Cowes N.S.
Rigby, Francis W. C.....Preston, St. James's S.
Davis, Albert John.....Stanley, St. Leonard's N.S.
Lines, Richard.....Brompton, (Chatham) N.S.
Loton, John .....Cheadle (Staff.) N.S.
Wareham, Frederick ....Coventry, St. Peter's N.S.
Thomas, Edward.....Cropredy N.S.
White, William .....Shalford N.S.
Woodman, Henry .....Alton (Hants) N.S.
Bessell, John .....Bristol, St. George's N.S.
Chandler, Frederic .....Linton N.S.
Collinson, John .....Forest of Teesdale C. of E. S.
Sayle, James.....Kirkdale, St. Mary's C. of E. S.
Seward, William .....Yeovil N.S.
Sumner, William T. ....Beverley, St. Mary and St. Nicholas' N.S.
Wanless, Wm. Tinkler ..Sherburn Ch. S.
Paling, Richard .....St. Pancras, Trinity S.
Burns, James .....Glasgow, St. Jude's Epis.
Stannard, Charles G. ....Punlin, St. Michael's N.S.
Deadman, Manuel .....Westminster, Tothill Fields, St. Mary's S.
Johnson, Alfred .....Weymouth, St. Mary's N.S.
Meek, Joseph Thos.....Stanstead, Mountfitchet N.S.
Ayres, Thomas.....Axmouth N.S.
Binns, Alfred .....*Worcester.*
Davies, Evan .....Llandovery N.S.
King, Henry.....Cheltenham Practising S.
North, Edward.....Chute N.S.
Sergeant, Geo. H. .....Mistley Norman N.S.
Streeter, Alfred.....St. Pancras, Christchurch N.S.
Syder, George .....Knowsley .N.S.
Carnes, George.....Elton (Lanc.), All Saints' N.S.
Cass, Martin .....Crosby on-Eden N.S.
Caunce, John .....Manchester, St. Barnabas' N.S.
Green, Wm. Fitton.....Ulverstone N.S.
Griffiths, James .....Walsall Blue Coat S.
Herbert, Job.....Leicester, St. Mary's, Laxton Street N.S.
Ledward, William .....Marylebone, Manning Place, Christ Ch. S.
Wilkins, Albert .....West Cowes N.S.
Hodgins, Benjamin.....Warrington, Heath Side N.S.
Catford, Herbert .....Kenn (near Exeter) C. of E. S.
Davenport, William ....Congleton, St. James's S.
Garrod, David .....Halstead, Trinity N.S.
Ingram, Harry.....Aldersgate Ward and Packington S.
Pamphlet, John .....Hanover Square, Hanover Branch S.
Roberts, George .....Rochdale, St. Mary's District N.S.
Sparkes, Arthur L.....Leicester County S.
Stockton, George.....Acton (Cheshire) N.S.
Teare, John .....Peel (Isle of Man) N.S.
Varnon, William.....Hinckley N.S.
Wilde, Samuel.....Heywood, (Manchester,) St. James' N.S.
Williamson, Samuel ....Hyde, St. George's N.S.

FIRST CLASS—*continued.*

Woodford, Frederick ....Woodhouse Eaves N.S.
Wynn, Wm. Turner ....Woolwich N.S.
Griffin, Edward .....Kidderminster, St. John's N.S.
Walker, Francis L.....Little Bolton, All Saints N.S.
Wa'ham, James .....Crewe N.S.
Atkinson, Robert W.....Houghton le Spring, St. Michael's N.S.
Ballinger, Edward .....Moreton in the Marsh N.S.
Cork, Charles S. .....Gainsborough N.S.
Hill, Frederick. .....Whitchurch N.S.
Jumps, John W. .....Barton on Humber N.S.
Price, Edwin A. .....Greenwich, East Branch Roans S.
Sortwell, Henry .....Stoke Newington P.S.
Constable, William.....North Cave N.S.
Beedell, Albert.....Torquay Trinity N.S.
Bowers, William .....Linton N.S., Cambridge.
Darkes, Henry.....Swindon, Gt. Western Railway Compy's. S.
Newberry, Thomas... ..Exeter, Upton Pyne N.S.
Newton, Thomas .....Ashby-de-la-Zouch Grammar S.
Balmer, Thomas .....Carlisle Trinity N.S.
Boardman, Enoch .... Eccleston, St. Thomas' N.S.
Bosomworth, John.....Durham.
Keast, Archibald.....Plymouth Charles N.S.
Lawler, William .....Settle N S.
Moore, Harry .....Bradford (Wilts) Parish Church S.
Sargent, Andrew .....Rugby, St. Matthew's N.S.
Sprague, Thomas W. ....Plymouth, Charles N.S.
Swann, Thomas .....Bedlington Church of England S.
Tinner, Thomas .....Tywardreath N.S.
Tonkinson, Thomas.....Penkhull N.S.
Truman, William.....Stafford, St. Mary's N.S.
Gossling, Benj. Thomas..Lymington N.S.
Hoddinott, William ....Sherborne N.S.
Fabian, Alfred .....Southampton, St. Luke's N.S.
Batcheldor, Thomas ....Ascot Heath N.S.
Campbell, William H. ..Chardstock N.S.
Dexter, James .....Hanwell, Central London District S.
Evans, Thomas.....Neath, Alderman Davies S.
Griffiths, William .....Pembroke Dock N.S.
Haynes, Charles York ..Marylebone, Nutford Place, St. Luke's.
Holloway, William H. ..Plumstead Central S.
Morris, William .....Beckley N.S.
White, William George ..Barnstaple Trinity N.S.
Worrall, George .....Patrington N.S.
Clements, Thomas .....Exeter N.S.
Thornton, William .....Warrington, Heath Side N.S.
Boning, William .....Highbury.
Bower, Charles .....Aylesbury N.S.
Hosking, James Henry ..Redruth N.S.
Lamsdale, John .....Kidderminster, St. John's N.S.
Rale, John .....Hetton le Hole N.S.
Rickards, Charles .... Bradford, Wilts. N S.
Wells, Thomas .....Pluckley N.S.
Butterworth, Thos. Y. ..Rochdale Parl. Ch. S.
Hunt, Edwin James ....Chepstow, N.S.
Lowe, Frederick .....Kirkstall, St. Stephen's N.S.
Burley, Petit .....Fenstanton N.S.
Drewe, Richard Henry ..Honiton N S.
Grosvenor, Joseph .....Bilston, St. Leonard's N.S.
Jones, William.....Coseley Ch. Ch. N.S.
Martin, Thomas .....Wednesbury, St. James's N.S.
Quelch, William .....Stratford Ch. Ch. N.S.
Roscoe, Arthur L.....Preston Central N.S.
Sharpe, George.....Mildenhall, Sir H. Bunbury's S.
Stutton, John .....Camborne Town N.S.

First Class—*continued.*

Swiss, Samuel E.....Woolwich, St. Thomas's N.S.
Blakey, William .....Long Marston N S. (York.)
Cass, Thomas Croft.....Bradford, Manchester Road Factory S.
Collens, James H. ..... Wyvenhoe N.S.
Kneebone, William E. ..Merrymeet N.S.
Moorhouse, Hiram .....Kirkburton S.
Myers, Jerome .....Greenholme Mills Mill British S.
Pawson, Wm. Henry ....East Malling N.S.
Reynolds, Joseph..... Winteringham N.S.
Thomas, William Rowe..Camborne Town N.S.
Gaul, William T... .....Vauxhall, St. Peter's N.S.
Griffiths, John .....Swansea, St. Peter's S.
Beves, Henry .....Tunbridge Wells Free Chapel S.
Loose, William.....Mansfield Woodhouse N.S.
Mare, John .....Beckley N.S.
Parkes, James .....*Highbury.*
Pierson, John .....*Worcester.*
Rew, Henry G.....Staines N.S.
Usherwood, Thomas ....St. George in the East Ch. Ch. N.S.
White, Daniel .....Hetton le Hole N.S.
Wrigley, Josiah .....Leeds, St. George's N.S.

Second Class.

Beardmore, Joseph .....Hulme, St. John Baptist N.S.
Bowyer, John .....Cambridge, St. Paul's N.S.
Baker, Joseph G.....Woolwich, St. Thomas's N.S.
Barley, James .....Peterborough Practising School
Berry, William K. .....Limehouse, St. Ann's N.S.
Clarke, Alfred R.....Ealing N.S.
Eeles, Ernest George.. Wareham N.S.
Miller, Frederick C.....Southsea, St. Jude's N.S.
Richardson, Walter B. ..Westminster, Berwick St., St. Luke's N.S.
Tinsley, Thomas .....Shrewsbury, St. Mary's N.S.
Todd, James.....Barwick in Elmet N.S.
Wood, James .....Saxmundham N.S.
Abbott, John .....Earls Shilton N.S.
Graham, Thomas S. ....Mickley N.S.
Hennessy, Albert .....Rochdale Parish Church S.
Minall, George .....Ventnor N.S.
Partridge, Charles F. ....S. Lambeth, St. Stephen's, Dorset St., N.S.
Peddle, Wm. Jennings ..Somerton Free S.
Peet, Joseph.....Newburgh (Ormskirk) N.S.
Quirk, Joseph .....Douglas (Isle of Man), St. George's S.
Speight, Christopher ....Elton (Lanc.) All Saints N.S.
Ward, Joseph H.....Shrewsbury, Coleham N.S.
Westwood, William ....Penkridge N.S.
Waterworth, John .....Preston, St. Mary's N.S.
Welpton, George.....Leeds, St. Saviour's N.S.
Ashworth, Hugh .....Newton Heath, All Saint's S., No. 2.
Cross, Ralph.....Uttoxeter N.S.
Humphreys, Thomas ....Upton Magna N.S.
Preece, Francis J. .....Clearwell N.S.
Talboys, Charles .....Dursley N.S.
Griffiths, Owen .....Llanllechid N.S.
Hunt, William .....Westminster, St. Mary's N.S.
Boob, Sidney Kay.....Bury Central N.S.
Carter, Thomas.....Trowbridge N.S.
Chudley, Henry .....Sandford, near Crediton, Parl S.
Davis, Robert .....*Battersea.*
Evans, Thomas .....Llanfyllin N.S.
Fawcett, John Gascoigne Sherburn Ch. S.
Jones, William Ebenezer..*Carnarvon.*

Second Class—*continued.*

Lade, Thomas .....Dallington N.S.
Lord, William .....Habergham, All Saints' N.S.
Loveday, James .....Swindon, N.S.
Major, Isaac .....Brocklesby Park Ch. of Eng. S.
Pedley, Arthur.....St. Helen's (Moorflat) N.S.
Proffitt, George.....Darlaston, St. George's N.S.
Wright, Thomas J. .....Kesgrave N.S.
Crooks, John A. .....Chelsea Park Chapel S.
Bacon, William B. .....Burnham N.S.
Bradley, Richard ..... Kirkham (Preston) N S.
Leach, Frederick C. ....Oakham N.S.
Lupton, Richard J.....Stepney Trinity S.
Pizzey Bruce, D.....Mistley Norman N.S.
Sellick, Thomas W. S. ..Bridgewater, Nether Stowey N.S.
Whittaker, William.....Failsworth N.S.
Williams Samuel .....Kenwyn, St. George's Parl. S.
Woods, Richard .....Docking, Parochial S.
Wright, George .....Berwick Street, St Luke's N.S.
Alston, William .....Heywood, St. James's N.S.
Brigham, Joseph S. ....Sheffield, St George's N.S.
Brown, James .....Lowdham N.S.
Burrows, William J. ....Maidenhead N.S.
Curtis, Eli .....Collumpton N.S.
Greaves, John .....Radford N.S.
Home, Richard .....Wo then N.S.
House Joseph .....St. Marylebone Westn. N.S.
Jones, William .....Wepre, St. Mark's N.S.
Mitchell, Frederic .....Elland N.S.
Sheldon, Alfred .....Hathersage N.S.
Surrey, James Frederick..Hastings, All Saints' and St. Clement's S.
Bailes, Henry G.....Birmingham Free Indust. S.
Bamford, Moses .....Heywood, St. James' N.S.
Hewett, James .....Bishop's Waltham N.S.
Hollinhead, Thomas ....Glodwich, Christ Church N.S.
Legate, George Wm. ....Palgrave N.S.
Mackett, William H. ....Sheerness, Trinity N.S.
Owen, Benjamin .....Burnley, St. James's S.
Priest. Charles.....Hulme (Manchester) Free N.S.
Rimmer, Cuthbert .....Mold N.S.
Tewson, William ..... Hulme, St. Philip's N.S.
Turner, James .....Bickerstaffe N.S.
Wright, Henry E. .....Woolwich N.S.
Lucas, John .....Preston St Paul's N.S.
Harris, Alfred T.....Greenwich East Branch Roans S.
Jervis, James W.....Tyldesley Ch. S.
Lowe, Abel .....Donnington Wood N.S.
Mackintosh, Alexander..Leicester, St. Margaret's N.S.
Southcott, Wm. Veysey..Broad Clyst N.S.
Spencer, Samuel H. ....High Wycombe N.S.
Dalton, Robert .....Isleworth N.S.
Dickinson, John .....Cottingham (Hull) N.S.
Finter, Henry .....Gravesend and Milton N.S.
Jarvis, John .....Kensington and Notting Hill N.S.
Morris, Harry .....Shuttleworth S.
Owen, Timothy M. .....Aberdare Town N.S.
Savage, James .....Easington Lane Colliery S.
Webster, Joseph .....Otteringham N.S.
Willis, Joseph .....Ewelme N.S.
Wilmott, George E. ....Goole, St. John's N.S.
Wood, John E.....Buersil and Lower Place N.S.
Pennell, Charles John....Truro, Fairmantle St. N.S.
Pickering, John .....Bishop Wearmouth S.
Eade, Eli .....Ickleford N.S.
Gardener, James .....Wooburn Ch. of Eng. S.

SECOND CLASS—*continued.*

Rayner, George .....Burley, Otley N.S.
Slater, W. G. .....Hull, St. Paul's Sculcoats N.S.
Thorpe, John .....Syston Parochial School
Watson, James.....Bentley (Hants) N.S.
Cartwright, William ....Scarboro' N.S.
Chaffer, Henry .....Alkborough N.S., Lincoln
Clucas, John.....Foxdale (Isle of Man) S.
Healey, Joseph .....Wooburn Ch. of Eng. S.
Hutchinson, William H...Driffield N.S.
Poultney, Alfred H. ....Backwell N.S.
Symes, George Felix ....Thornbury N.S.
Broadhead, Samuel ....Holmbridge N.S.
Deane, Charles .....Dilwyn N.S.
Entwistle, John .....Farnworth, St. John's N.S.
Park, Arthur B. .....Lowick (Lancashire) Ch. of Eng. S.
Pritchard, Richard Alfred Aberdovey N.S.
Rowlands, John Wm. ..Dinorwig (Llanddiniolen) N.S.
Westby, Edward .....Nottingham, St. Peter's N.S.
Wyatt, George Henry ..Falmouth, Budock N.S.
Hilder, Tom .....Ightham N.S.
Hillman, N. Thomas ....Calstock N.S.
King, Robert .....Wickham N.S.
Perry, George ....Stepney, St. Philip's N.S.
Pritchard, Edward .....Liverpool, Windsor, St. Clement's N.S.
Welsford, John .....Teignmouth Parochial S.
Ball, Slater .....Riddings N.S.
Cheston, Richard.....Marylebone Eastern N.S.
Harvey, William H. ....Newport, Isle of Wight N.S.
Holdsworth, George ....Morley N.S. (Leeds)
King, Joseph .....Barnoldswick N.S.
Manning, Robert T. ....Bethnal Green, St. Thomas N.S.
Deadman, Francis .....Ightham N.S.
Elston, William H.....Blackpool, South Shore N.S.
Kitchen, Launcelot.....Nottingham, St. Mary's N.S.
Robinson, George .....Winterton N.S.
Simlett, Henry J.....Tenby N.S.
Trotter, Ernest.....Feltham N.S.
Williams, Charles .....Uzmaston and Boulston N.S.
Allison, John .....Balderton, Notts.
Baker, William .....Bridgnorth, St. Mary, St. Leonard's N.S.
Brown, Robert.....Malins Lee N.S.
Jones, Thomas.....Mothfai N.S.
Robson, John Matthew ..Kirkby Lonsdale N.S.
Stoner, Tom B. .....Chelsea, St. Mark's Practising Schools.
Thompson, Robert .....Gilling N.S.
Walker, Joseph .....Cheadle N.S.
Cottam, William .....Sheffield, St. George's N.S.
Imeson, William .....*Battersea.*
Smith, Stephen.....Chichester Central S.
Strickland, James .....Christchurch (Hants) N.S.
Loveday, James .....Chelmsford, Victoria N.S.
Burling, Alfred J. .....Cambridge, Barnwell, Boys.
Dixon, Thomas .....Shaw N.S.
Gibson, William .....*Chester.*
Harris, Henry .....New Brentford N.S.
Hoggard, George.....Welburn N S. (York).
Smith, John .....Stockton Heath Ch. of England S.
Wheater, James .....Burley (Leeds) N.S.
Baynes, William M......*Highbury.*
Bower, Joseph.....Cholsey N.S.
Burt, Francis Christopher Broughton-cum-Filkins N.S.
Gale, Philip Gregory ....Powerstock N.S.
Grant, James .....Exeter, Upton Pyne N.S.
Howard, William .....Newington, St. Mary S.

SECOND CLASS—*continued.*

Lavers, John .....Ridgway District S.
Shannon, James .....Bradford (Yorks.), St. James's N.S.
Watkins, Burton .....Goodrich N.S.
Busfield, Alfred .....Calverley N.S., Leeds
Gill, John W. .....High Harrowgate N.S.
Hackwood, Henry .....Romsey N.S.
Jones, William Robert ..Penmachno N.S.
McPhee, Niel .....Wolverhampton, St. John's N.S.
Ogden, Thomas .....Farnworth, St. John's N.S.
Richards, Lewis .....Penmachno N.S.
Stephenson, John L.....Cheltenham.
Pennack, Richard .....Scarbro' N.S.
Bailey, George.....Malins Lee N.S.
Emmerson, Joseph .....West Langbaurgh N.S., Stokesley.
Gott, Geoffrey .....Buersile and Lower Place N.S.
Kay, Joseph .....Horwick N.S.
Morgan, William.....Llanstephan N.S.
Ratcliffe, Henry .....Hulme, St John Baptist N.S.
Taylor, Joseph W. .....Oldham. St. James's S.
West, William Hawtrey Wetherfield N.S.
Douglas, Henry .....Golborne N.S.
Jones, William Charles ..Llandysilo N.S.
Pemberton, William ....Warrington, Heath Side N.S.
Stone, Charles H. .....Rotherhithe, Amicable Society's S.
White, George.....Hull, St. Mark's N.S.
Coulter, Edward H. ....Great Berkhampstead and Northchurch N.S.
Oddy, Benjamin Wm. ..Bradford, St. Andrew's Ch. of Eng. S. (York)
Thomas, Richard.....Penmon and Llangoed N.S.

II. *Episcopal Church of Scotland—Males.*

FIRST CLASS.

Hawdon, Wm. W. .....Leith, St. James's Episcopal S.
Mc Ness, Francis.....Perth, St. Ninian's Episcopal S.

SECOND CLASS.

Mc Kenzie, Thomas ....Dundee, St. Paul's Episcopal S.
Fenton, Thomas .....Kirriemuir Episcopal S.
Cowan, John A. .....Gartsherrie Works S.
Clement, James .....Crieff Episcopal S.

III. *Church of England.—Females.*

FIRST CLASS.

Fairbairn, Jane E. .....Hendon, Sunderland, St. Paul's N S.
Hawks, Susannah .....Basinghall Infant S., Tunbridge Wells N.S.
Hoardon, Marianne.....Home and Colonial.
Hutt, Lucy Mary.....Cambridge, St. Paul's N.S.
Butcher, Emma F. .....Hampstead Ch. Ch. N.S.
Bath, Mary Ann .....Gloucester Bristol, & Oxford Diocsn. Prac. S
Davey, Martha A.... ....Lewes N.S.
Gregory, Martha .....Thoydon, Garnon N.S.
Hor fall, Hannah..... Keighley N.S.
Simms, Fanny .....Home and Colonial S.
Hall, Sophia.....Northampton, St. Giles' S.
Simons, Ellen M.....Llandegai N S.
Hulin, Sarah Ann .....Winterbourne N.S.
Jackson, Charlotte .....Frant Free S.

First Class—*continued.*

Moss, Rhoda S. .....Brighton Model S.
Bull, Elizabeth D. .....Blackheath, All Saints' Girls' N.S.
Armstrong, Emily .....St. Pancras Ch. Ch. N.S.
Clucas, Isabella .....Malew, Castletown S.
Hoggarth, Elizabeth ....Irwells N.S
Lambert, Elizabeth.....Haworth N.S.
Messer, Mary Anne ....Bayford N.S., Herts.
Moses, Margaret .....Court-y-Bella N.S.
Carpenter, Susan E. ....Tiverton N S.
Sutton, Sarah J. .....Stanwix N.S.
Worrall, Harriet .....Douglas. (I. of Man) St. Barnabas Girls' S.
Craig, Anne Maria .....Lower Crumpsall, St. Thomas's N.S.
Elwell, Rebecca F.....Cottingham N.S.
Gardner, Helen .....Weston (near Bath) N.S.
Lanham, Esther Annie ..Barnwell Girls' S., Cambridge.
Clarke, Hannah .....Astbury N.S.
Prodgger, Martha .....Lewis N.S.
Banham, Mary A.....Home and Colonial.
Barratt, Rebecca.....Westbourne S. (Middlesex.)
Brooks, Jane.....Liverpool, St. Andrew's N.S.
Young, Mary H. .....Home and Colonial
Claridge, Emma .....St. George's Hanover Square District S.
Dickenson, Jane .....Kenilworth N.S.
Edwards, Mary.....Truro.
Evans, Alice.....Southwark, St. Mary's N.S.
Newnum, Barbara Ellen..York, Micklegate Girls' S.
White, Susan .....Chorley, St. George's N.S.
Baldam, Elizabeth .....Ipswich, St. Peter's N.S.
Adams, Fanny .....Croydon, N.S.
Black, Emily J. .....Liverpool, Toxteth Park, St. James's N.S.
Fleming, Margaret L....Hatcham, St. James's N.S.
Gould, Jane .....Camberwell Ch. Ch. N.S.
Haigh, Hannah .....Blackley, St. Peter's Infant S.
Mercer, Margaret P. ....Stafford, Madeley Endowed S.
Saville, Ellen .....Wonston Parl. S.
Sears, Sarah ....Datchet N.S.
Veall, Harriett.....St. Mark's N.S., Old Street Road.
Carter, Emily .....Westminster St. Luke's N.S.
Briggs, Eliza.....Corfe Castle N.S.
Finch, Caroline Louisa ..Western, Hove N S.
Gascoigne, Elizabeth ....Attercliffe N.S.
Mc Ginniss, Annie .....Westminster, Gt. Peter St., St. Matthew's N.S.
Salisbury, Emma.....Dorchester, Holy Trinity Infant Schools
Tomlinson, Lydia E. ....Worcester, Sansome Place N.S.
Trowbridge, Mary Ann ..Gillingham N.S.
Booth, Mary Ann .....Embay N.S.
Andrew, Emily Eliza ....Brighton, St. Paul's N.S.
Barnes, Victorine.....Wolverhampton, St. Paul's N.S.
Chisholme, Anne.....St. George's-in-the-East, St. Mary's N.S.
Dickinson, Eliza .....Sheffield, St. Mary's N.S.
Hedson, Elizabeth N.....Thorney Abbey N.S., Beds.
Ketteley, Sarah Anne....Nutford Place, St. Luke's N.S.
Kiddel, Katherine .....Stepney, St. Peter's N.S.
Smith, Louisa .....Cheadle (Stafford) N.S.
Woodhead, Elizabeth....Farnley Iron Company's S.
Young, Annie .....Twyford (Hants) N.S.
Bellingham, Sarah .....Brighton.
Champion, Sarah .....Downton N.S.
Hudson, Elizabeth C. F..Whittlesey N.S.
Mundy, Sarah Jane ....Broughton and Bossington N.S.
Page, Mary Ann.....Wantage N.S.
Simmonds, Sarah.....Bury St. Edmund's, St. Mary's N.S.
Simpson, Anne.....Shotley N.S.
Luckham, Marianne ....Weymouth, St. Mary's Church S.

FIRST CLASS—*continued.*

Grice, Mary A.....Frodsham N.S.
Moore, Emily .....Amesbury N.S.
Perry, Fanny .....Blackburn, St. Peter's N.S.
Penny, Emily .....Matlock (Ba h) N.S.
Sheldrake, Mary Anne ..Hampstead Parochial S.
Sherwin, Elizabeth .....*Home and Colonial.*
Waud, Elizabeth.....York, Micklegate Girls' S.
Sykes, Agnes H. .....Ipswich, St. Margaret's N.S.
Armitage, Elizabeth ....Liverpool, St. Simon's N.S.
Brace, Martha Elizabeth..Clerkenwell, St. Mark's N S.
Brown, Jane H. .....Rochester, St. Nicholas N.S.
Cubbin, Frances A.....Liverpool, Edge Hill, St. Mary's N.S.
Langford. Caroline .....Manchester, Tyldesley N.S.
Nolan, Ellen.....Worcester, St. Clement's.
Sheen, Ann .....Chester Ch. Ch. S.
Shirley, Una Sarah .....Derby, Curzon Street N.S.
Willis, Martha Elizabeth .Shaftesbury N.S.
Willock, Sar h J.....Lancaster, St. Thomas's N.S.
Budden, Mary .....Corfe Castle N.S.
Clayton, Martha E.....Camberwell Ch. Ch. N.S.
Cross, Hannah E. .....Liverpool, St. Jude's Infant S.
High, Sarah Harriet ...Wi chester Central S.
Holley, Elizabeth .....Calne N.S.
Hunt, Maria L.....Home and Colonial.
Lawrence, Mary .....Tor N.S.
Milnes Sarah Jane .....Bradford, St. Andrew's N.S.
Moore, Alice Barker ....Chesterfield Victoria S.
Short, Emi y L. .....Paddington, All Saints' N.S.
Carter, Ann M.....Jersey, St. James's N.S.
Northam, Charlotte.....Wrington N.S.
Robinson, Martha .. ..Rusholme Trinity N.S.
Saunders, Mary Anne ..Aylesbury N.S.
Smith, Charlotte Maria . Woking, St. John's N.S.
Turner, Margaret.....Preston, St. Thomas's Infant S.
Cross, Maria S.....Nottingham, St. James's Infant S.
Schofield, Charlotte E. ...Leeds, St. Peter's Infant S.
Gates. Harriet .....Milford N.S.
Anderson. Lucy .....Bridlington N.S.
Archer, Mary .....Much Marcle N.S.
Cl rke, Eliza .....Mansfield, Woodhouse N.S.
Coffin, Jane Anne .....Dorchester, All Saints S.
Eastland, Annie .....Wandsworth, St. Mary's Summers Town N.S.
Fuller, Ruth ... .St. Leonard's-on-Sea N.S.
Groom, Mary Jane.....Wolverhampton, Chillington Girls' S.
Harryman, Emma .....Lee N.S.
Horsley, Jobina ..... .Newcastle-on-Tyne, St. Andrew's Girls' S.
Kilby, Sarah.....Derby Trinity N.S.
Knight, Elizabeth F. ....Islington, St. Michael's N.S.
Lloyd, Elizabeth .....Upper Holl way, St. John's N.S.
Lucas, Ellen Jane .....Stanground N.S.
Marshall, Elizabeth E. ..East and West Teignmouth Parl. S.
Morris, Ellen R. .....*Home and Colonial.*
Ponsonby, Elizabeth A...Lytham, St. John's N.S.
Snelgrove, Kate .....Heytesbury N.S.
Morrison. Martha S. ....Carlisle, Fawcett N.S.
Adams, Mary .....Flitwick N.S., Beds.
Cuthbert, Clara A.....Lincoln, Miss Cookson's S.
Holmes, Mary E. .....*Warrington.*
Matthews, Fanny .....Salisbury N.S.
Sharrocks, Eliza J. .....Salford, St. Matthias N.S.
Thomas, Ann .....Court-y-Bella N.S.
Thomas, Susannah S. ....St. George's-in-the-East. St. Mary's N.S.
Woollatt, Clementina....Derby, Traffic Street, St. Peter's N.S.
Birtles, Ellen .....Manchester, Paddington, St. Paul's Infant S.

First Class—*continued.*

Booth, Kate .....Elsecar N.S.
Clear, Sophia ....Great Bookham N.S.
Cobb, Ellen Pattenden ..Bethnal Green, St. Bartholemew's N.S.
Fraser, Elizabeth .....St. George's-in-the-East, Middlesex Soc. S.
Higginbottom, Ann Amry..*Ripon.*
Kerby, Mary Maria... ..Wilton N.S.
Lane, Elizabeth Ann ....*Norwich.*
Meech, Floretta .....Blandford N.S.
Parker, Mary Jane .....Carlisle Ch. Ch. N.S.
Riley, Elizabeth .....Sheffield, St. John's N.S.
Sergeant, Agnes .....Preston, St. Paul's N.S.
Tinker, Annie .....Hulme, St. Philip's N.S.
Walker, Margaret A. ...Sellindge Ch. of E. S.
Denton, Elizabeth .....Everton, St. Peter's Infant S.
Baker, Emma .....Cann N.S.
Brooke, Eleanor Fras. ..Leeds, St. Peter's Girls' S.
Cox, Eliza .....Blackley C.E.S.
Dewhurst, Jane .....Preston, Ch Ch. N.S.
Dowland, Car. Elizabeth Jersey, St. Mark's S.
Fielder, Sarah Jane.....Northam, Ch. Ch. S.
Funnell, Esther .....Brighton Model N.S.
Heaton, Mary .....Bolton-le-Moors, Emmanuel N.S.
Joynson, Hannah.....Walton-on-the-Hill N.S.
Martin, Eliza Anne.....Merthyr Tydvil, St. David's N.S.
Meeks, Emily S. .....Barnwell Girls' S., Cambridge.
Mose, Mary Anne .....Bramley, N.S.
Babbage, Louisa .....Milverton, N.S.
Child, Lucy Ann .....Worksop Abbey N.S.
Emerson, Hester Mary ..High Wycombe N.S.
Fooks, Anne Burge.....Preston, Dorset N.S
Gill, Isabella.....Runcorn N.S.
Mackarall, Sarah E. ....Liverpool, St. Simon's N.S.
Osborne, Eliza .....Knightsbridge, All Saints' S.
Sampson, Margaret.....Liverpool, Ch. Ch. Infant S.
Templeton, Eliza C. ....Marylebone, Ch Ch. N.S.
Netherton, Rosa .....Painswick N S.
Teague, Mary S. .....Smethwick, Messrs. Chance's S.
Baker, Mary .....Islington, St. Mary's N.S.
Brown, Fanny .....Sturminster, Marshall S.
Bush, Louisa Cornelia ...Bath Octagon S.
Hawkins, Mary Elizabeth Winchcomb N.S.
Jackson, Mary.....Little Bolton, All Saints' I.S.
Lees, Annie .....Wednesbury, St. James's N.S.
Sandle, Rebekah C.....Camberwell, Ch. Ch. N. S.
Scott, Margaret Jane ....Boxmoor N.S. Herts.
Smith, Elizabeth .....Deptford, St. John's N.S.
Swales, Sarah H. .....Leeds, St Peter's Infant S.
Wigmore, Charlotte E. J. Camberwell, Denmark Hill, St. Matthew's N.S.
Wilde, Julia Harriette .*Norwich.*
Wright, Mary Elizabeth..Reading, St. John's N.S.

Second Class.

Beatwick, Emma .....Derby Heanor N.S.
Brady, Elizabeth Ann....Middlesboro, St. John N.S.
Butt, Emily L. .....Pimlico, St. Michael's N.S.
Eastwood, Victoria.....Halifax Parish Ch. S.
Edwards, Mary .....Cymmer N.S.
Lowres, Anna M.....Bethnal Green, St. John's N.S.
Maskelyne, Jane .....Cheltenham Practg. S.
Salter, Mary A. .....*Home and Colonial.*
Scott, Jane .....Hanwell Central London Dist. S.
Skethorn, Margaret S....Stockton Heath Ch. of E.S.

SECOND CLASS—*continued.*

Slack, Elizabeth .....Chesterfield, Trinity N.S.
Smith, Sophia Eliza ....St. Mark's N.S. North Audley Street.
Strype, Selina M.....Liverpool, St. John's N.S.
Wright, Maria .....Pollington Ch. of E.S.
Atkinson, Mary Fenton..Bridlington Inft. S.
Beldon, Mary Hannah ..Doncaster N.S.
Brown, Martha .....Ludgarshall N.S.
Clark, Jane .....Stalbridge N.S.
Dodd, Mary Anne .....Mitcham N.S.
Gayner, Ann Matilda ...Lyncombe, St. Mark's Inft. S.
Gunter, Emma .....Quedgeley N.S.
Hammond, Emma E. .....Boston East Inft. S.
Hook, Helen.....Wolvey N.S.
Hooper, Emma Harriet ..Worcester, St. Clement's Girls.
Kimpton, Jane E.....Selmeston N.S.
Maybrey, Martha SusettaSwansea, St. Mary's N.S.
Mountford, Anne.....Elsecar N.S.
Penny, Julia.....Lancaster, St. Thomas N.S.
Pointon, Jane .....Congleton, St. James' N.S.
Roe, Rosa S.....Swansea, St. Mary's N.S.
Scott, Matilda L.....Buersil, and Lower Place S.
Swaysland, Mary.....Norwood, St. Luke's N.S.
Ash, Sarah Ann .....Ilminster N.S.
Bullrid, Martha Diana ..Finsbury, St. James's N.S.
Cooper, Catherine A. ....Upper Chelsea Trinity N.S.
Copley, Ellen ..... .Wakefield, All Saints' N.S.
Cryer, Elizabeth .....Leeds, St. Peter's Inft. S.
Dew, Mary ....Diltons Marsh N.S.
Drew, Eliza .. ..Kennington Oval N.S.
Grimmett, Jane.... .....Crewe N.S.
Heald, Mary.....Ashton le Willow's Recty. S.
Jackson, Martha .....Heywood, St. James's Inft. S.
Joiner, Mary A. .....Limehouse, St. John's S.
Leeson, Phœbe Ellen ....Manchester, St. Andrew's N.S.
Orton, Mary A. .....Walsall, St. Peter's N.S.
Seabrook, Ann J.....Westm. GreatPeterStreet, St.Matthew'sN.S.
Styant, Mary Ann F. ....St. Martin's-in-the Fields, Northn. Dist. S.
Tubb, Emily.....Tottenham, Hanger Lane Hermitage Ch. E.S.
Tunstall, Emily .....Gravesend and Milton N.S.
Wilkins, Miriam Emma ..West Bromwich, All Saints' N.S.
Alderdice, Fanny.....Ilkeston N.S.
Baston, Sarah .....Colebrookdale N.S.
Brian, Martha .....Thornhaugh N.S.
Carruthers, Mary A. ....Hulme, St. Philip's N.S.
Chappell, Mary Anne....Brighton, St. Nicholas N.S.
Church, Elizabeth .....Bathwick N.S.
Daws, Julia .....Aller N.S.
Edkins, Emma. .....Studley N.S.
Harper, Sarah J.....Bolton le Moors, Ch. Ch, N.S.
Harrison, Eliza ....Cheltenham, Ch. Ch. N.S.
Harrop, Elizabeth .....Tonge-cum-Alkrington N.S.
Henstock, Harriett S. ....Bollington N.S.
Hopton, Alice S. .....Battersea Parl. S.
James, Elizabeth .....Bruton N.S.
Leonard, Emma .....Upper Holloway St. John's N.S.
Marshall, Agnes M.....Birmingham, Bishop Ryder's S.
Mowbray, Clara .....Charlestown, Juvenile and Infant S.
Phillimore, Louisa .....Toddington N.S.
Powell, Elizabeth .....Whitelands.
Rawlin, Charlotte .....Wentworth N.S.
Reeder, Mary Minna....Huddersfield, Longroyd Bridge S.
Rushton, Jemima.....Derby, Curzon Street N.S.
Sadler, Sarah Elizabeth ..Tittleshall N.S.
Taylor, Fanny .....Exeter, St. Sidwell's S.

Second Class—*continued.*

Williams, Jane .....Liverpool, St. Bride's N.S.
Biddulph, Lucy .....Stafford, St. Mary's N.S.
Blandford, Maria.....Birmingham, St. Matthew's N.S.
Dannatt, Mary Agnes Jack Hull, Salthouse Lane N.S.
Grey, Caroline .....Burrington N.S.
Harris, Rosa C. .....Stepney, Redman's Row N.S.
Le Cras, Mary Jane ....Jersey N.S.
Moulton, Mary.....Kenilworth N.S.
Reynolds, Mary A. .....Smethwick, Messrs. Chance's S.
Sapcote, Mary Ann.....Birmingham, St. Mark's N.S.
Snellgrove, Ellen.....King's Somborne N.S.
Ward, Hannah.....Sheffield S.
Shuttleworth, Eliza A. ..Middleton (Barrowfields) Infant S.
Bacon, Jane F.....Bethnal Green, St. Bartholomew's N.S.
Brown, Martha .....Mells N.S.
Campbell, Amelia .....Pluckley N.S.
Cowle, Margaret.. .....Barnton N.S.
Fawcett, Emma .....Bradford, Manchester Road Factory S.
Harries, Mary .....Swansea, St. Mary N.S.
Jebbett, Catherine .....Westmins., Gt. Peter St., St. Matthew's N.S.
King, Charlotte ... .Southwold N.S.
Lucas, Eliza A. .....West Hackney N.S.
Rogers, Hannah .....Rochdale, St. Mary's N.S.
Russell, Isabella .....Crewe N.S.
Smith, Margaret Jane....Oxton (Cheshire) N.S.
Stentiford, Maria Grace . Wolborough N.S.
Snart, Sophia .....Baldwin's Gardens N.S.
Ainley, Mary E. .....Wakefield, All Saints' N.S.
Ashford, Ellen .....Manchester, St. Saviour's N.S.
Caley, Elizabeth .....Colnbrook N.S., Bucks.
Fulleylove, Eliz. Augusta Tamworth N.S.
Glasbrooke, Sarah .....Kidderminster, St. George's N.S.
Henshall, Maria .....Barnton S.
Hill, Elizabeth G. .....Brixham, N.S.
Lovell, Jane Lucy .....Islington, St. Michael's N.S.
Pollard, Mary Jane ....Kettering N.S.
Russell, Ellen .....Salford, St. Philip's N.S.
Spray, Sophia Jane.....Cranborne N.S.
Shepherd, Emily .....Durdham Down N.S.
Taylor, Sarah .....Bradford, St. Andrew's N.S.
Williams, Beatrice,.....Rochdale, St. Alban's N.S.
Bailey, Ann .....Crewe N.S.
Bentley, Mary .....Manchester, Paddington, St. Paul's Inft. S.
Billingsley, Clara Ann ..Brierly Hill N.S.
Davies, Sarah .....Salford, St. Bartholomew's N.S.
Hebdon, Elizabeth Anne Acton (Cheshire) N.S.
Hudson, Ann.....Home and Colonial.
Hughes, Catherine B.....Bagillt N.S.
Hughes, Marianne .....Everton, St. Peter's Inft. Sch.
Jones, Virtue .....Bristol, Hannah More's S.
Malthouse, Anne.....Keighley N.S.
Mann, Elizabeth .....Ashton-le-Willows Rectory S.
Marsden, Alice.....Sheffield, St. George's N.S.
Newman, Sabina.....Twerton Par. S.
Norwood, Ellen .....Croken Hill N.S.
Payne, Jane .....Capponfield Iron Works C. of E. Mixed S.
Restrick, Sarah .....Swinton Industrial S.
Tonkin, Emily .....S. Erth N.S.
Wade, Mary .....Carleton Mixed S.
Watson, Margaret E.....Blackpool, St. John's Inft. S.
Amor, Ellen Sarah .....Speen (late Stockcross) P.S.
Buxton, Susan.....Denton N.S.
Capps, Susan E. .....Newark Ch. Ch. Infant S.
Csurah, Sarah Ann .....Leicester, St Martin's Chy. S.

SECOND CLASS—*continued.*

Deeman, Emma .....Walsall Blue Coat S.
Foulkes, Eliza .....Mold N.S.
Hogben, Anne F.....Rotherhithe, Deptford Road N.S.
Holloway, Elizabeth P. ..Truro.
Hyde, Catherine E.....Hampstead, Downshire Hill, St. John's S.
Lord, Margaret E. .....St. Martin's-in-the-fields N.S.
Marshall, Ann E. .....Tiverton, Bampton Street S.
Mowbray, Elizabeth ....Charlestown Juvenile and Infant S.
Turner, Alice .....Wolverhampton, St. Mark's Girls' S.
Tyrer, Elizabeth .....Kidderminster, St. John's N. S.
Wadling, Anne Elizabeth..Truro.
Buttery, Martha .....Cottingham, N.S.
Collins, Alice .....Oxford, St. Giles' N.S.
Cornes, Frances E. .....Dunham Massey St. Margaret's Inft. S.
Daniel, Keturah .....Tetbury, N.S.
Edwards, Alice E. .....Lever Bridge S.
Gattliff, Maria .....Rostherne N.S.
Martin, Isabella Sophia ..Enmore Green N.S.
Natess, Ellen L. .....Kendal Parish Church Day S.
Pound, Emily .....Limehouse, St. John's N.S.
Reynolds, Annie A. ....Jersey N.S.
Saltwell, Mary E. .....Cockfield N.S.
Sowre, Rebecca .....Kirkstall, St. Stephen's N.S.
Sutcliffe, Catherine .....Home and Colonial.
Smith, Jane .....Macclesfield, Ch. Ch. N.S.
Baker, Elizabeth .....Westminster, St. Stephen's N.S.
Bell, Anne E. .....Penrith N.S.
Brown, Anne S. .....Reading, St. Mary's N.S.
Brown, Julia M.A.....Whitelands Model S.
Burt, Mary Elizabeth....Widcomb, Parl. Girls' N.S.
Craven, Ann.....Kirkburton, Girls' S.
Fryatt, Jane .....Upper Chelsea Trinity N.S.
Gibbard, Emily .....Hastings, St. Mary's N.S.
Morris, Mary .....King's Somborne N.S.
Ramsey, Jane .....Lynn, All Saints' N.S.
Rodford, Louisa .....Westmr., Tothill Fields, St. Mary's N.S.
Skinner, Emily I. .. ...Worcester, St. Peter's N.S.
Smith, Caroline.....Bishop's Stortford.
Stretton, Susannah .....Lee N.S.
Tomkins, Emma .....Flint N.S.
Weaver, Mary Anne ....Winchester Trinity S.
Babb, Ellen .....Waterloo Road, St. John's N.S.
Baxter, Selenia.....Ardwick, St. Thomas' N.S.
Beardsworth, Alice.....Blackburn, St. John's Inft. S.
Burt, Sarah L.....Hurstpierpoint N.S.
Butterel, Emily .....Sheffield, St. George's N.S.
Cave, Catherine .....Uzmaston and Boulston N.S.
Cook, Susanna F. .....Boston, East, Inft. S.
Denney, Mary Ann ....Cheshunt Infant S.
Hudson, Henrietta A.....Salford, St. Matthias Infant S.
Millar, Clara A. .....Hillingdon N.S.
Parker, Mary Jane .....Southgate N.S., Middlesex.
Stone, Kezia Anne .....Stockbridge N.S.
Taylor, Betsey .....Leatherhead N.S.
Tremills, Nancy .....Leusden N.S.
Wilkes, Hannah .....Everton Ch. Ch. Infant S.
Wise, Mary A.....Kirkby Lonsdale N.S.
Lowry, Rebecca .....Truro, St. John's N.S.
Bentley, Ann .....Nelson-in-Marsden Infant S.
Chaplin, Elizabeth .....Norwich.
Cook, Eliza .....Rotherhithe, St. Paul's N.S.
Hall, Annie .....Manchester, St. Andrew's N.S.
Hope, Jane Anne.....Sunderland, The Gray S.
Jenkins, Mary J.....Aberdare Town N.S.

SECOND CLASS—*continued.*

Openshaw, Mary A. ....Elton, All Saints Church of England S.
Pinner, Mary Ann .....West Bromwich, St. James's N.S.
Porter, Sarah .....Wells Central S.
Starling, Mary A.....Stamford, St. George's N.S.
Townend, Tamar .....Leeds, St. Thomas's N.S.
Warwick, Sarah Ann ....Gresford N.S.
Weare, Emily .....Pill Benevolent S.
Webb, Clara.....Jersey, St. Mark's S.
Bevin, Ursula Mary ....Leigh N.S.
Carr, Mary Ann .....Little Bolton, All Saints Infant S.
Clarke, Elizabeth .....Thetford N.S.
Evans, Laura H. .....Swansea, St. Mary's N.S.
Fisher, Madeline .....Westminster, St. James's N S.
Hawkridge, Elizabeth A..Carnarvon Model N.S.
Hobson, Susannah .....Barnstaple N.S.
Jelly, Louisa Francis ....Bath, Widcombe N.S.
Jones, Hannah.....Manchester, Bradford Road, St. Philip's N.S.
Martin, Fanny .....Harrietsham Church of England S.
Ormson, Elizabeth .....Liverpool, South, Church of Eng. Infant S.
Pengilly, Emma E.....Jersey, St. James's N.S.
Priestly, Hannah.....Luddenden N.S.
Sibbick, Amelia .....Broadstairs N.S.
Widdup, Caroline .....Luddenden N.S.
Avery, Emily .....Boughton, St. Paul's N.S.
Alderman, Caroline ....Northampton, St. Katherine's N.S.
Alexander, Mary Ann....Portsea, All Saints' S.
Bradstock, Eliza Sarah ..Peterborough, St. John Baptist S.
Briggs, Eliza.....Sowerby Triangle Infant S.
Brown, Anne .....Witham N.S.
Duncan, Mary Ann ....Tavistock (Girls) N.S.
Goodchild, Louisa M. A..Kennington, Regency Place N.S.
Groom, Ellen .....Wolverhampton, St. Peter's Girls' S.
Hill, Sarah Ann .....Nottingham, St. Matthew's.
Howarth, Anne E. .....Elton, All Saint's Church of England S.
Lambert, Harriet.....Durham Blue Coat S.
Pearce, Anna C. .....Brighton, All Soul's N.S.
Pollard, Mary .....Free Hay, St. Chad's N.S.
Best, Hannah Maria ....Halifax Par. Ch. S.
Bird, Hannah ....Rotherhithe, St. Paul's N.S.
Cross, Susan .....Cheadle (Stafford) N.S.
Fellows, Maria L. .....Stratford Ch. Ch. N.S.
Griffiths, Rebecca .....Wolverhampton, St. Matthew's N.S.
Jones, Emma .....Tyntwr N.S.
Mc Gregor, Eliza Jane A..Bishops Stortford.
Marsh, Elizabeth J.....Notting Hill, St. James's N.S.
Olley, Sarah Ann.....St. Pancras, Gordon Square, All Saints' N.S.
Pitt, Frances.....Isleworth N.S.
Samuels, Phœbe.....Kegworth N.S.
Selby, Eliza Ann.....Nottingham, St. Matthew's N.S.
Spratt, Hannah .....Southwark, St. George's Infant S.
Terry, Elizabeth P.....Lambeth, St. Thomas's N.S.
Benbow, Annie Maria ..Birmingham, St. Matthew's N.S.
Clutterbuck, Emily.....Newent N.S.
Dolley, Alice .....Warwick Borough, St. Mary's N.S.
Edmunds, Elizabeth ....Bayswater N.S.
Gerrard, Jane .....Wilton S.
Henwood, Elizabeth A. ..Stockbridge N.S.
Linging, Frances C.....Holloway, St. James's N.S.
Shotter, Ellen .....Shalfleet N.S.
Smith, Everelda .....Swindon N.S.
Tottman, Elizabeth.....Highgate, St. Michael's N.S.
Atkinson, Lucy .....Larkfield N.S.
Bailey, Esther .....Rotherhithe, Deptford Road N.S.
Buckley, Mary Ann ....Farnley Iron Company S.

SECOND CLASS—*continued.*

Bispham, Mary Anne....Bermondsey, St. Paul's N.S.
Howe, Jane R.....Tiverton, Elmore B.S.
Johnson, Emma Randle..Amblecote N S.
Morris, Agnes .....Worcester, St. Clement's N.S.
Norborn, Ann .....Chapel-en-le-Frith
Northwood, Anne .....Derby, St. Alkmund's N.S.
Pearson, Mary .....Sudbury, Lady Vernon's S.
Rawson, Anne .....Llanrwst N.S.
Scott, Elizabeth .....Coventry, Trinity N.S.
Snaith, Mary C. .....Grantham, Brownlow Inft. S.
Statham, Frances Emma .Bonsall Ch. of E.S.
Woollard, Emily .....Cambridge, St. Paul's N.S.
Anderson, Louisa .....*Home and Colonial.*
Cook, Ada Emily.....Gloucester, Ch. Ch. N.S.
Collier, Annie .....Ludlow N.S.
Coomber, Ann .....*Bristol and Gloucester.*
Crouch, Mary .....Canterbury, St. Mildred's N.S.
Finch. Anne Rowe .....Plymouth, Charles N.S. Infts.
Foreman, Jane .....Berwick-on-Tweed Girls' S.
Hood, Emma.....*Home and Colonial.*
Humphreys, Mary A.....Bath Abbey and St. James's I.S.
Jones, Emily F. T. .....Reading, St. Giles' N.S.
Little, Elizabeth .....Preston, St. Peter's Inft. S.
Stanwell, Louisa F.....Boston N.S.
Thompstone, Clara E.....Charlestown, Juv. and Inft. S.
Tozer, Annie .....Devonport, S. Stephen's N.S. Girls'.
Weblin, Eliza .....Hanwell N.S.
Booth, Ellen.....Kirkdale Industrial S.
Brinkworth, Elizabeth ..Devizes Town S.
Carr, Emma .....Whitstable N.S.
Davies, Sarah Eliz.....Denbigh N.S.
Jackson, Mary .....Peterborough, St. John's N.S.
Lloyd, Emily A. .....*Brighton.*
Pattinson, Elizabeth ....Carlisle Ch. Ch. N.S.
Pulford, Henrietta .....Long Sutton Girls' N.S.
Simpson, Eliza A. .....Grantham (Welby) Infant S.
Sheil, Anne .....Salford, Great George Street N.S.
Tudor, Alice C. .....Kidderminster, St. George's N.S.
Brown, Lucy.....Sheffield, St. George's N.S.
Goodhind, Sarah .....*Truro.*
Petty, Eliza ....Cheshunt Infant S.
Robinson, Mary Ann ....Paddington, St. John's N.S.
Swan, Frances M. .....Chorlton-on-Medlock, St. Stephen's N.S.
Tinkler, Lucy .....Gloucester, St. Nicholas N.S.
Corbett, Mary I.....Birmingham, St. Matthew's N.S.
Dale, Catherine H.....Liverpool, South, Ch. of Eng. Girls' S.
Doe, Ellen A. .....St. Dunstan's-in-the-West Parochial S.
Grandfield, Elizabeth ....Bedminster N.S.
List, Mary Ann .....Edgbaston, St. George's Mixed S.
Marshall, Alice M. M. R.Birmingham, Bishop Ryder's Infant S.
Martin, Frances ElizabethChesham N.S., Bucks.
Slade, Ellen Mary .....Portsmouth, N.S.
Smith, Mary Eleanor .....Barkestone N.S.
Whittaker, Elizabeth ....Crewe Green Mixed S.
Coleburn, Mary.....Runcorn N.S.

IV. *Episcopal Church of Scotland—Females.*

FIRST CLASS—NONE.

SECOND CLASS.

Stewart, Jessie.....Poltallock Fem. Indl. S.
Wallace, Janet.....Edinburgh, St. Paul's Ep. S.
Reid, Catherine .....Aberdeen, St. Andrew's Ep. S.
McDowall, Janet .....Port Glasgow, St. Mary's Ep. S.

V. *British and Wesleyan.—Males.*

First Class.

Chapple, Frederic .....Westminster Wes. Practg. S.
Crowther, William .....Great Yarmouth B.S.
Williams, John Lloyd....Llanelly Copper Works S.
Kirby, John William ....Leicester, Hill Street B.S.
Coldwell, Joseph .....Holmfirth Wes. S.
Harrison, William J. ....Westminster Wes. Practg. S.
{ Granger, Edmund .....Wellington, Somerset B.S.
{ Lloyd, Henry .. ..Carmarthen Lancastn. S.
Philpott, Albert Thomas Bedminster B.S.
Gayton, John .....Barnstaple, Wes. S.
{ Glendinning, James ....Borough Road Model S.
{ Reed, Edward F.....Clapham B.S.
{ Heys, Ashworth .....Rawtenstall Wes. S.
{ Willians, Henry .....Portwood Wes. S.
Williams, Thomas .....Aberdare B.S.
Trayes, Francis C. .....Plymouth Public Free S.
Peters, Samuel William..Bristol, Red Cross Street B.S.
Casson, Priestly .....Lidgett Green B.S.
Spratling, William J. ....Clay next the Sea B.S.
Wisson, William .....Sudbury B.S.
Harrison, James .....Borough Road Model S.
Boothman, John .....Newchurch Mec. Ins. B.S.
Pellow, William N. S. ....Borough Road Model S.
Chippindale, Joseph ....Wilsden Wes. S.
Harrison, Robert WilliamBolton B. S.
{ Boxall, Mark .....Godalming B.S.
{ Horsfall Rawson .....Batley Wes. S.
{ Beeby, Henry .....Alwalton, Earl Fitzwilliam's S.
{ Davies, John.....Brynmaur B.S.
{ Dixon, Alexr. Campbell..Thirsk B.S.
{ Tattam, Major William..Portland, St. George's B.S.

Second Class.

{ Alderson, William .....Willingham B.S.
{ Birkly, John.....Altrincham and Bowden Downs B.S.
{ Cooke, William E. .....Ryecroft B.S.
{ Woolley, John S.....Birmingham, Ch. of the Saviour's S.
{ Carlyon, William R. ....Mylor Bridge N.S.
{ Epsley, James.....Deal Wesleyan S.
{ Walling, John H.....Exeter, (Mint Lane) Wesn. S.
{ Ward, George .....Limehouse Wesn. S.
{ Binley, John .....Corby B.S.
{ Lightfoot, James .....Idle Wesn. S.
{ Seer, Alfred .....St. Neots (Hunts) Wesn. S.
{ Wade, George .....Winterton Wesleyan S.
{ Armriding, Henry .....Cheltenham B.S.
{ Bateson, William J.....Windhill Wesn. S.
{ Phillips, John H.....Ebbw, Victoria S.
{ Roberts, Thomas L.....Ruthin B.S.
{ Robinson, John B.....Portwood Wesn. S.
Sholl, Elijah..... ..Camborne B.S.
Blocksidge, William ....West Bromwich Wesn. S.
{ Ashton, Benjamin.....Louth B.S.
{ Burner James .....Kingsbridge and Dodbrooke B.S.
{ Constantine, Joseph A....Clitheroe Wesn. S.
{ Haigh, Henry .....Holmfirth Wesn. S.
{ Polkinghorne,Thos.John.Helston Wesn. S.

SECOND CLASS—*continued.*

Aldridge Stratton .....Somers' Town B.S.
Brown, William S. .....Wapping, Gravel Lane Wesn. S.
Cullingford, James E....Dunmow B.S.
Ward, John H.....Leamington Priors Wesn. S.
Wood, Alfred Thomas ..Derby, King Street Wesn. S.
Evans, Rees .....*Bangor.*
Harmer, William.....Cheltenham B S.
Powell, Frederick .....Uxbridge B.S.
Normington, Thomas....Keighley Wesn. S.
Brewer, Dennis H. .....Cheltenham, Bethesda Wesn. S.
Duxbury, John .....Hurst B.S.
Ramsey, Jonathan .....South Shields Union B.S.
Thompson, Richard.....Blaina B.S.
Underhill, Charles F.....Great Queen Street Wesn. S.
Williams, Thomas S. ....Truro British S.
Hodge, Jesse .....*Borough Road.*
Dunkin, William J.....Bromley, George Street B.S.
Churchhouse, Henry ....Bethnal Green, Abbey Street B.S.
Williams, Abel .....Bangor B.S.
Challens, Edmund.....Bassingham Wesn. S.
Fernley, John .....*Westminster.*
Hancock, George.....*Westminster.*
Hawson, Robert G.....Uxbridge B.S.
Marshall, Joseph.....Barnoldswick Wesn. S.
Dolman, John .....City Road, Radnor Street Wesn. S.
Barnes, John Frederick ..Pembroke Dock B.S.
Farrow, Richard .....North Walsham B.S.
Newsome, William .....Morley Wesn. S.
Roles, John .....Wareham B.S.
Say, George .....Old Kent Road B.S.
Clough, Matthew.....Hurst B.S.
Evans, Charles.....Wolverhampton, Snow Hill Congrl S.
Facer, William.....Dunstable Wesn. S.
May, Thomas .....Battersea Parl. S.
Sykes, Joseph .....Redhill (Yorks.) Wesn. S.
Rudd, James.....Houghton-le-Spring Wesn. S.
Poole, Edwin .....Abingdon B.S.
Richards, Henry P.....Mousehole Wesn. S.
Ardley, William... .....Aspley Guise B.S.
Nelson, Alexander .....Manchester, Ancoats, Mill St. Chalmer's P.S.
Broom, Joe .....Howden Wesn. S.
Stokes, Joseph .....West Bromwich, Hill Top Wesn. S.
Windsor, Henry William.Croydon B.S.
Crouch, William .....Bethnal Green, Abbey Street B.S.
Richards, Thomas .....Aberdare B.S.
Farnish, James.....Idle Wesn. S.
Kay, James.....*Borough Road.*
Mitchell, Richard.....Salford, New Jerusalem S.
Summerford, John B.....City Road, Radnor Street Wesn. S.
Barker, Thomas .. ..Hutton, Low Cross B.S.
May, William Henry ....Liskeard B.S.
Fawkes, Edward J. .....Kingswood Wesn. S.
Perkins, Tom .....Bath and Bathforum B.S.
Barratt, George .....Corley, B.S.
Porritt, William .....Skipton B.S.
Rees, John.....Felin Foel B.S.
Brown, Henry .....Reading B.S.
Salmon, William .....Poplar and Blackwall Free S.
Spurway, William .....Liskeard B.S.
Thorne, Thomas S. .....Gravesend and Milton B.S.
Kelsey, Henry .....Redhill (Yorks.) Wesn. S.
Ostle, John .....Bishop Auckland, Edward Walton's S
Ping, William .....Rotherham and Masboro B.S.

VI. *British and Wesleyan.—Females.*

First Class.

Judson, Jane.....York, St. George's Wesleyan S.
Calder, Jane.....Berwick-on-Tweed British S.
Barrett, Rebecca.....Bristol Wesleyan S.
Fleming, Emily K.....Borough Road Model S.
Allen, Jane .....Manchester, Lower Moseley Street Infant S.
Rix, Mary G. .....Lynn British S.
Hunter, Elizabeth .....Bethnal Green, Abbey Street British S.
Lane, Eliza .....Dartford Wesleyan S.
Oakes, Anne A. .....Wakefield Wesleyan S.
Brown, Mary A. .....Berwick-on-Tweed Infant British S.
Taylor, Ellen .....Manchester, New Jerusalem Chapel S.
Bruce, Elizabeth .....Tottenham British S.
Comley, Edith .....Borough Road Model S.
Yarnold, Emily F. .....Bethnal Green, Abbey Street British S.
Beech, Eliza.....Westminster Wesleyan Practg. S.
Roe, Mary .....Bristol Wesleyan S.
Cope, Mary S. .....St. Pancras, Woburn Chapel Episcopal S.
Davidson, Georgina .....Berwick-on-Tweed British S.
Ferguson, Marion .....Manchester, Marshall Street British S.
Roseman, Jessie .....Bury Wesleyan S.
Dawson, Mary J.....Louth British S.
Middlemiss, Jean.....Cheltenham, Baker Street British S.
Sample, Thomasina.....Berwick-on-Tweed British S.
Morgan, Alice J. .....Bristol, Lewin's Mead British S.
Pipes, Jane .....York Priory Street Wesleyan S.
Wood, Hannah P. .....Manchester, Lower Moseley Street British S.
Allen, Jane .....West Ham and Stratford British S.
Bates, Ellen .....Bethnal Green, Abbey Street British S.
Hancox, Jane .....West Bromwich Wesleyan S.
Mansford, Elizabeth .....Burnley Wesleyan S.
Thompson, Eliza.....Royston British S.
Farnsworth, Sarah .....Ryecroft British S.
Owens, Anne E. .....Sirhowy S.
Sanders, Elizabeth .....Brentford British S.
Whitehead, Elizabeth.....Mayfield British S.
Bithray, Rebecca .....Hackney Road, Weymouth Terrace British S.
Huxley, Caroline J. .....Pembroke Dock British S.
Wrigley, Elizabeth.....Manchester, Lower Moseley Street British S.
Chadwick, Dinah.....Portwood Wesleyan S.
Cookson, Isabella.....Ipswich British S.
Fletcher, Sophia .....Bangor, St. Paul's Wesleyan S.
Leather, Mary .....Portwood Wesleyan S.
White, Susan .....Boston Wesleyan S.
Davison, Annie .....South Shields, Jarrow Chem. Compys. S.
Reay, Sarah B.....South Shields, Jarrow Chem. Compys. S.

Second Class.

Head, Matilda .....Hanham Wesleyan S.
Shirley, Ellen .....Manchester, New Jerusalem Chapel S.
Sheppard, Martha .....Lamborne Wesleyan S.
Gatley, Harriett .....Bollington Wesleyan S.
Moody, Eliza .....Romsey British S.
Southey, Ellen .....Taunton Original Infant British S.
Farnsworth, Elizabeth .....Westminster.
Turner, Sarah .....Great Bardfield British S.
Turville, Sarah.....Alton British S.
Williams, Jane .....Cheltenham British S.
Comfort, Miriam L.....Lewisham Bridge British S.
Talbot, Emily .....Westminster Chapel Congregational S.
Dinning, Sarah E. .....Gateshead Wesleyan S.
Stone, Emily..... .....Birmingham Industrial School for Girls.
Chiswell, Angelina .....Brixton Hill British S.
Dawson, Sylena .....Heywood, New Jerusalem Ch. Factory S.
Bradford, Emily A.....Southwark Chapel Wesleyan S.
Guppey, Adrienne .....Great Queen Street Wesleyan S.
Jones, Mary A.....Gellyfaelog S.
Joy, Alice .....Bow Road Model S.
Royle, Martha.....Wigan Wesleyan S.
Chandler, Caroline .....Great Queen Street Wesleyan S.

Second Class—*continued.*

Groves, Emily .....Braintree Public Training British S.
Mather, Annie M.....Melton Mowbray British S.
Mayne, Mary E. .....Camborne British S.
Nuttall, Anne.....Rochdale Wesleyan S.
Beaver, E. R. .....Sydenham Wesleyan S.
Gibson, Jane.....Bow Road Model S.
Hope, Margaret .....Glasgow, Finnieston Mission S.
Slater, Maria.....Lees, Zion British S.
West, Mary C.....Vauxhall Walk Wesleyan S.
Townend, Phœbe E. .....Doncaster B.S.
Gay, Sarah E. .....Kingsbridge and Dodbrooke B.S.
Sidebottom, Lavina .....Bury Wes. S.
Tomalin, Emily.....Harpenden B.S.
Bickle, Sarah I.....Tavistock B.S.
Jones, Jemima.....Blaina B.S.
Polden, Rebecca .....St. Martin-in-the-fields, Crown Court Presbn. S.
Le Breton, Elizabeth.....Vauxhall Walk Wes. S.
Charlton, Margaret J. .....*Westminster.*
Corbitt, Harriett .....Rotherham and Masbro' B.S.
Robb, Ann O. .....North Shields Presbn. S.
Townsend, Fanny .....Mayfield B.S.
Cottingham, Jane.....Northampton B.S.
Huggins, Harriett D.....Bromsgrove B.S.
Shelton, Ann R......*Westminster.*
Spink, Annie .....Ackworth, Miss Howard's S.
Gladwell, Mary .....*Stockwell*
Hamer, Margaret .....Scorton B.S.
Raban, Eliza Farr .....Hitchin B.S.
Simister, Elizabeth .....Droylesden B.S.
Commins, Rosa L. .....Norwich Octagon Chapel S.
Adams, Mary Ann .....City Road, Radnor Street Wes. S.
Doughty, Mary.....Barton-on-Humber Wes. S.
Taylor, Sarah Anne .....Filey Wes. S.
Bourne, Mary .....Bursiem Wes. S.
Chapman, Elizabeth .....*Westminster.*
Fearfield, Mary .....Coddington Wes. S.
Simpole, Mary.....Salford, Scotch Presbn. S.
Barlow, Emma .....Droylesden B.S.
Holt, Maria ....Middleton, New Jerusalem S.
Knowles, Susan M.....Gt. Horton Wes. S.
Gloyne, Johann C. .....Wakefield Lancasterian S.
Harland, Elizabeth .....Doncaster B.S.
Constable, Mary A.....Northampton B.S.
Griffin, Fanny.. .....Leominster B.S.

VII. *Roman Catholic.—Males.*

First Class.

Fitzgerald, James .....Carlisle, St. Patrick's R.C.S.

Second Class.

Morris, Joseph J. .....St. Helen's, Lowe House R.C.S.
Kerckhoffs, Joseph .....*Hammersmith.*
White, Michael .....Cardiff, St. David's R.C.S.
Maginty, Edward .....*Hammersmith.*
Scott, William.....*Hammersmith.*
Harris, John.....Grace Dieu, Mixed Village R.C.S.
Murray, Francis .....Stockport, St. Joseph's R.C.S.
Kernan, Thomas.....St Helens, St. Joseph's R.C.S.
Taylor, John.....Blackburn, St. Ann's R.C.S.
Lane, John .....Commercial Road, John Street R.C.S.

VIII. *Roman Catholic.—Females.*

First Class.

Ryan, Catherine .....Drury Lane, Charles Street R.C.S.
Hill, Teresa M. .....Liverpool Practising School
Anglin, Anastasia .....Preston, St. Ignatius R.C.S.
Ward, Rose .....Liverpool, St. Anthony's R. C.S.
Heffernan, Ann .....Birkenhead, St.Patrick's R.C.S.

First Class—*continued.*

Rothwell, Ellen .....Hull, St. Joseph's R.C.S.
Shaw, Hannah .....Liverpool, St. Peter's R.C.S.
Grady, Julia.....Liverpool, St. Anthony's R.C.S.
Hickson, Emma .....Durham, St. Cuthbert's R.C.S.
Kearney, Mary E. .....Liverpool, St. Mary's R.C.S.
Henville, Mary Anne .....Southwark, St. George's R.C.S.

Second Class.

Prout, Amy .....Bristol, Pennywell Road, St. Nicholas R.C.S.
Largan, Sarah Anne .....Liverpool, St. Mary's R.C.S.
Bishop, Jane.....Sheffield, St. Mary's R.C.S.
Nash, Mary Teresa .....Liverpool, St. Nicholas R.C.S.
Taaffe, Margaret T.....St. Helen's, Greenbank R.C.S.
McDonald, Elizabeth.....Liverpool, St. Thomas and Williams' R.C.S.
Threlfall, Elizabeth .....Dufour's Place, Broad Street, St. Edward's R.C.S.
Troy, Catherine.....Carlisle, St. Patrick's R.C.S.
Arrowsmith, Elizabeth .....Liverpool, St. Mary's R.C.S.
Moylan, Anne .....Birkenhead, St. Patrick's R.C.S.
Maher, Catherine.....Liverpool, Mount Vernon, St. Thomas' R.C.S.
Benson, Louisa .....York, St. George's R.C.S.
Harrigan, Mary .....Islington, St. John's R.C.S.
Murphy, Isabella.....Carlisle, St. Patrick's R.C.S.
Sole, Mary Anne.....Leeds, St. Patrick R.C.S.
McGuire, Catherine .....Liverpool, St. Anthony's R.C.S.
Rogers, Catherine .....Liverpool, St. Anne's R.C.S.
Broughall, M. Jane.....Sheffield, St. Mary's R.C.S.
Douglas, Alice.....*Liverpool.*
Dowland, Mary Ann .....Bath R.C.S.
Curran, Matilda .....Accrington, St. Oswald's R.C.S.
Conway Sarah.....Birkenhead, St. Patrick's R.C.S.
O'Neil, Mary .....Abergavenny R.C.S.
Traynor, Mary.....Hull, St. Mary's, Wilton Street R.C.S.
Looney, Mary Anne .....York, St. George's R.C.S.
Smith, Anne Mary .....Liverpool, St. Oswald's R.C.S.
McKay, Jane .....Dumfries, St. Andrew's R.C.S.
O'Neil, Mary Ann.. .....St. Helens, Greenbank S.
Scott, Maria.....Spitalfields, Osborne Place, St. Anne's R.C.S.

IX. *Church of Scotland.—Males.*

First Class.

Barclay, William .....Kinneal Par. S.
Wilson, John .....Dunning Par. S.
Currie, James .....Edinburgh, Niddry Street, Dr. Bell's S.
McCabe, John .....Edinburgh, Thistle Street, McLean's S.
Lawrence, John .....Stane, Wilson's Endowed S.
Sloan, David .....Tarbolton Par. S.
Low, James Barrie.....Monifieth S.
Henderson, John.....Golftrum (Dunfermline) McLean's S.
Moodie, Robert.....Busby S.
Inglis, George .....Edinburgh, Canongate Burgh S.
Gavin, Michael .....Golftrum (Dunfermline) McLean's S.
Gibson, Henry .....Tarbolton Par. S.
Benvie, Andrew .....Dundee, Princes Street Chapel S.
Dorward, Alexander .....Ladyloan F.C.S.
Duthie, Geo. Steele .....Aberdeen West Par. S.
McNicol, James .....Lennoxtown, New Subscription S.
Smith, William P.....Cupar, Madras Academy.
Thomson, William A. .....Glasgow, Balfours S.
Simpson, Peter .....Edinburgh, Young Street Local Day S.
Seton, Hugh .....Monzievaird and Strowan Par. S.
Archibald, Robert.....Dalry Par. S.
Armit, Richard .....Freuchie Suban. S.
Spence, Alexander .....Kingsbarns Parish S.
Thomas, Francis .....Coatbridge, Dundyvan Works S.
Anderson, William .....Dalgety Par. S.
Brownlie, William.....Muirkirk Iron Works S.
Nicolson, Torquil .....Duirinish Par. S.
McLeod, Neil .....Aberdeen, North Par. Sess. S.

First Class—*continued.*

Milligan, James ..... Falkirk, Par. S.
Nicol, Peter ..... Methven Par. S.
Rodger, Allan ..... Wemyss Par. S.
Kinloch, James ..... Largo, Lundin Mill S.
Taylor, John ..... Back of Fisherrow F.C.S.
Jack, Hugh ..... Glasgow, St. John's, Young Street Sess. S.
Braid, Alexander, jun. ..... Glasgow, Balfour S.
Malcolmson, Wm. J. ..... Blair Iron Works S.

Second Class.

Brenner, Alexander ..... John O'Groat's Gen. Ass. S.
McEwan, John ..... Glasgow, Highland Soc. S.
Gauldie, William ..... Inverkeilor Par. S.
Grant, Angus ..... Dulnain Bridge S.
Philip, Robert ..... Gartsherrie, St. James's S.
Campbell, Quintin ..... Maybole, West Church S.
Nairn, John Stenhouse ..... Glasgow, St. Paul's S.
Paterson, James ..... Glasgow, Milton Estd. Ch. S.
Blackstock, Wm. S. ..... Kirkcudbright Townend S.
Millar, John N. ..... Hamilton Orphan and Charity S.
Alexander, William ..... Tullibody Sub. S.
McCreadie, Anthony ..... Newton-on-Ayr Par. S.
Russell, Archibald ..... Glasgow, Highland Soc. S.
Slight, John ..... West Calder Par. S.
Walker, Andrew Allan ..... Clackmannan, Kennet S.
Schaw, Thomas ..... Maybole West Ch. S.
McMaster, Hugh ..... Glasgow, St. David's Par. S.
Beedie, William ..... Montrose, White's Free S.
Clark, David ..... Leuchars Par. S.
Forsyth, John ..... Fochaber's Milnes Institution.
Blackstock, Walter ..... Goodhope Parl. S.
Miller, Archibald ..... Glasgow, St. Matthew's New Sessional S.
Sang, William ..... Dundee, Prince's Street Chapel S.
Cunningham, John ..... Glasgow, Martyr's Ch. of Scotland S.
Fyfe, James ..... Glasgow, St. Andrew's Parl. S.
Harvey, Walter ..... Kirkintilloch. The Oswald and Kirk Sess. S.
Duncan, Alexander ..... Dundee, Meadowside Sess. S.
McDougald, John ..... Lugar Iron Works Ch. of Scot. S.
Ross, Duncan ..... Kildonan Par. S.
McKenn, Alexander ..... Glasgow, North Woodside, St. George's Road S.
Clark, Donald ..... Port Charlotte G. A. S.
Kerr, Robert ..... Loanhead Subn. S.
Walker, William ..... Glasgow Estd. Ch. Normal S. Practising S.
Fulton, Robert ..... Harlford and Portland Iron Works Subn. S.
Lindsay, Andrew ..... Largo, Lundin Mill S.
Campbell, John ..... Kettlebridge Subn S.
Mathieson, David ..... Larbert Par. S.
Alexander, James ..... Cambuslang Public S.
Glass, William ..... Perth, East Church Cong. S.
Beatton, Kenneth ..... Dulnain Bridge S.
Couper, Henry ..... Cambuslang Subn. S.
Munro, James ..... Ceres Par. S.
McFarland, Peter ..... Glasgow, St. David's Par. S.
McDonald, Andrew Frs. ..... Dundee, St. David's Sess. S.
McKenzie, John T. ..... Busby S.
Moore, David ..... Alloway Subn. S.
Anderson, Peter ..... Newton-on-Ayre Par. S.
Sidey, Thomas ..... Blairingone S.

X. *Church of Scotland.—Females.*

First Class.

Simpson, Jane ..... Alva Infant S.
Scott, Margaret ..... Edinburgh Estd. Ch. Practising S.
Cleland, Grace ..... Glasgow, Young Street, St. John's Female S.
Aiken, Jane L. ..... Edinburgh, Church of Scotland.
Peebles, Elizabeth ..... Largo Durham S.
Gibb, Jane ..... Glasgow, St. Enoch's Sessl. S.

First Class—*continued.*

Thomson, Mary S. .....Edinburgh, Niddry Street, Dr. Bell's S.
Alcorne, Alice .....Edinburgh, Niddry Street, Dr. Bell's S.
Ponton, Janet .....Carriden Female S.
Wellwood, Agnes .....Lauder Infant and Industrial S.
Young, Elizabeth.....Errol Female and Industrial S.
Wilson, Rachel .....Stornoway Female Industrial S.
Greig, Agnes.....*Edinburgh Church of Scotland.*
King, Jane .....Lochwinnoch Female S.
Strachan, Ada .....Peterhead Female Parl S.
Wilson, Margaret .....Kirkcudbright Old Ch. S.
Baird, Mary .....Brownfield Female Industrial S.
Boyd, Annie .....Beith Established Ch. S. of Industry.
Gemmill, Agnes H.....Airdrie, West Ch. F.C.S.
Alves, Jane Ann .....Fasque Females' S.
Pattison, Margaret .....Dunoon Parl. S.
Young, Isabella .....Peebles, Holyrude Ch. of Scotland S.
Liddell, Mary .....*Edinburgh Church of Scotland.*
Duncan, Helen .....*Edinburgh Church of Scotland.*
Patterson, Margaret .....Kirriemuir Industrial S.
Brown, Isabella .....Auchtermuchty Madras S.
Miller, Susan .....Newburgh, Madras, Female S.
Craig, Jane .....Hurlford and Portland Iron Works S.
Anderson, Agnes J. .....Kirkcudbright Old Ch. S.

Second Class.

Bisset, Jacobina .....Renton G.A.S.
Lindsay, Mary .....Dundee, Meadow Side Female Sessl. S.
Barclay, Agnes .....Largs Female S.
Dunlop, Margaret .....Crosshill Female S.
England, Mary.....Stobhill G.A.S.
Sommerville, Jessie L. .....Dundee, St. John's Sessl. S.
Stalker, Betsy .....Auchterarder, Sheddon's S.
Thompson, Jane .....*Edinburgh Church of Scotland.*
Carnegie, Mary.....Linbead Female S.
Wilson, Mary C.....Campbeltown, Argyll Street S.
Fairlie, Jessie .....Lennoxtown, Oswald S.
Webster, Isabella.....Dundee, Rosebank Sessl. S.
Drynan, Mary .....*Edinburgh Church of Scotland.*
Rattray, Jane.....*Edinburgh Church of Scotland.*
Stevenson, Ellen.....Beith Estab. Ch. S. of Industry.
Brander, Ann F. .....*Edinburgh Church of Scotland.*
Brown, Isabella S. .....*Edinburgh Church of Scotland.*
Leighton, Mary.....Kirriemuir Industrial S.
Binnie, Agnes .....Polmont Female S.
Lawson, Elizabeth .....*Glasgow Church of Scotland.*

XI. *Free Church (Scotland).—Males.*

First Class.

Forrest, Robert .....Edinburgh, St. Mary's Free Ch. S.
Brebner, George R.....Fordown Free Ch. S.
Stewart, David M.....Alyth Free Ch. S.
Forrest, Joseph .....Aberdeen, Bon Accord Free Ch. S.
Robertson, Donald .....Plockton Free Ch. S.
Paterson, Thomas .....Penicuick Free Ch. S.
Brodie, Thomas .....Glasgow, St. John's, Annfield S.
Pollock, Matthew W.....Hamilton, St. John's Free C. S.
Martin, Robert.....Muthill Free Ch. S.
Anderson, William.....Grangepans, Boness, Subscription S.
Jeffrey, Alexander .....Burghead Free Ch. S.
Watt, Alexander .....*Glasgow Free Ch.*
Arthur, Thomas .....Airdrie Free West Ch. S.
Mc Leod, John.....Larbert Free Ch. S.
Mackenzie, George G.....Invergordon Free Ch. S.
Russell, John .....Bothwell Free Ch. S.
Ellis, John.....Perth Free West Ch. S.
Falconer, Robert.....Edinburgh, Tolbooth, Free Ch. S.
Lennox, David .....Glasgow, C. of S. Normal S. Practising S.

First Class—*continued.*

Lamaden, David B. .....Cupar, Madras Academy.
Mackay, John J.....Edinburgh Free Ch.
Oswald, Alex. R.....Larbert Free Ch. S.
Ross, Donald .....Helmsdale Free Ch. S.
Scott, Adam.....Manchester, St. Saviour's S.
Hunter, James .....Tullibody Subscription S.
Mc Kay, Malcolm .....Killearnan Free Ch. S.
Thomson, John .....Bothwell Free Ch S.
Mc Kenzie, Colin .....Jamestown Free Ch. S.
Dick, William .....Thurso Free Ch. S.
Thomson, William .....Urquhart Free Ch. S.
Riach, William .....Insch Free Ch. S.

Second Class.

Brown, John.....Lesmahagow Free Ch. S.
Scouller, John .....Dalry Free Ch. S.
Archibald, Stewart .....Fettercairn Free Church S.
Butchart, John.....Blairgowrie Parl. S.
Steele, James .....Ochiltree Free Ch. S.
Young, William.....Lesmahagow Free Ch. S.
Davis, Robert.....Chorlton-on-Medlock, Grosvenor Sq. Presbyn. S.
Marshall, John .....Edinburgh Free St. Paul's S.
Connor, John .....Airdrie Free West Ch. S.
Fraser, Simon S. .....Glasgow Free Ch. S.
Mc Kechnie, John .....Glasgow, St. Matthew's Free Ch. S.
Mc Ash, James .....Errol Free Ch. S.
Craig, Archibald .....Swinton Free Ch. S.
Crawford, John C. .....Fullarton Free Ch. S.
Mc Nidder, John.....Dumbarton Free Ch. S.
Everett, William.....Ferry Port-on-Craig Free Ch. S.
Fisher, Alexander .....Dumbarton Free Ch. S.
Hamilton, William.....Hamilton, St. John's Free S.
Leith, William.....Ullapool Free Ch. S.
Mc Ilwraith, Robert .....Glasgow, East Gorbal's Territorial S.
Ross, Alexander .....Glasgow Free Ch. S.
Wilson, Peter .....Renton Public S.
Barnes, Robert.....Cousland District S.
Graham, James .....Catrine Free Ch. S.
Fraser, Duncan .....Inverness Free Ch. Model S.
Gillanders, John .....Killearnan Free Ch. S.
Henderson, William .....Auchterarder Townhead S.
Mc Kenzie, Thomas.....Cromarty Free Ch. S.
Paterson, Robert .....Cockpen Free Ch. S.
Brown, James Alex. .....Leith, St. John's Free Ch. S.
Davidson, Alexander .....Inverkeilor Parl. S.
Bain, Thomas.....Greenlaw Free Ch. S.
Greig, Robert .....Inverbrothock Free Ch. S.
Runciman, James .....Yester Free Ch. S.
Sime, Thomas .....Strathkinness Free Ch. S.
Mc Donald, John .....Ardersier Free Ch. S.
Dalyell, John B.....Lesmahagow Free Ch. S.
Merrie, John .....Kilbirnie Free Ch. S.
Milne, Robert.....Nairn Free Ch. S.
Mc Kenzie, Roderick .....Glasgow Free Ch. S.
Adams, William .....Aberdeen Free North S.
Andrews, George.....Hamilton Orphan and Charity S.
Mc Iver, John C.. .....Glasgow Free Ch. S.
Coghill, David .....Edinburgh Free Ch. S.
Mc Pherson, Duncan .....Killyrie Free Church S.
Munro, Andrew .....Tarbat Free Ch. S.
Pagan, Thomas.....Edinburgh, Dean Free Ch. S.
Howle, Benjamin.....West Bromwich Wesleyan S.
Mc Kenzie, Duncan.....Glasgow Free Ch.

XII. *Free Church (Scotland).—Females.*

First Class.

McWilliam, Jane .....Glasgow Finnieston Mission S.
Campbell, Louisa ....Glasgow Free Church.
Bain, Margaret G. .....Edinburgh Lancasterian S.
McLaren, Lilias.....Edinburgh Free Ch.

First Class—*continued.*

Crichton, Grace .....Edinburgh, Dr. Thompson's S.
Bishop, Margaret .....*Glasgow Free Ch.*
Crawford, Elizabeth .....*Glasgow Free Ch.*
Jarvie, Sophia A......*Glasgow Free Ch.*
Smith, Marion N.....Glasgow, Finnieston Mission S.
Bonar, Marion, Junr.....Glasgow East Gorbal's Territorial Mission S.
Hay, Isabella G.....Ellon Parl. S.
Edwards, Arabella.....Wrexham B.S.
Miller, Jessie.....*Glasgow Free Ch.*
Smith, Jane.....*Edinburgh Free Ch.*
Gunion, Jane .....Glasgow Normal and Model F.C.S.
Moffat, Barbara T.....Glasgow East Gorbals Territorial Mission S.
Robertson, Margaret .....Perth West Ch. Free S.
Barty, Janet.....*Edinburgh Free Ch.*
Lang, Agnes G.....*Glasgow Free Ch.*
Low, Margaret F.....Monifieth Female S.
McKenzie, Elizabeth.....Ardrossan, Parochial S.
Warden, Grace .....Valleyfield Inft. and Ind. S.
Anderson, Mary .....South Leith, F.C.S.
Diack, Mary Anne.....Aberdeen So. Parish F.C.S.
McPherson, Isabella .....*Glasgow Free Ch.*
Stewart, Jane Wallace .....Dundee St. David's Indl. F.C.S.
Clark, Margaret M.....*Glasgow Free Ch.*
Hannay Jessie.....*Edinburgh Free Ch.*
Letters, Jane .....Glasgow St. Andrew's Parl. S.
White, Margaret.....Edinburgh West Port, Chalmer's Territorial S.
Copland, Christiana S.....Aberdeen So. Parish, F.C.S.
Fowler, Eliza .....Peterhead, F.C.S.
Harrington, Elizabeth C.....Glasgow Gorbal's Youth's S.
Lamb, Isabella .....Edinburgh, Dr. Thomson's S.
Nicholls, Ruth .....Swinton, Presbyterian Girls' S.
Torrance, Grace .....Airdrie West Ch. F.C.S.
Gray, Martha Jane.....*Edinburgh Free Ch.*
Gibbon, Arabella .....Glasgow, St. George's, Kelvin Street, Free Ch. S.
McNiven, Kate.....*Glasgow Free Ch.*
Robertson, Jessie Lawson....Dundee, Hill Town Free Ch. S.
Sutherland, Joan Mortimer...Huntly Gordon Female Industrial S.
Gow, Jane G.....Edinburgh, Holyrood, Free Ch. S.
Donaldson, Jane .....Edinburgh, Pleasance Territorial S.
Menzies, Marion .....Edinburgh, Holyrood Free Ch. S.
Dunlop, Catherine.....Edinburgh, West Port, Chalmer's Territorial S.
Gray, Margaret .....Helensburgh, Grant Street Mission S.
Kesson, Mary.....Fordown Free Ch. S.
Monfieth, Susan Pringle ....*Edinburgh Free Ch.*
Wilson, Mary .....*Glasgow Free Ch.*
Hall, Isabella .....Auldearn, Innes, Free Ch. S.
Wright, Isabella P.....Brechin, The Tenements S.
Anderson, Margaret A.....Paisley, Miss Stow's Industrial S.
Bisset, Anne .....Blairgowrie Free Ch. Infant S.
McDonald, Margaret.....*Edinburgh Free Ch.*
Souter, Cecilia .....Blairgowrie Free Ch. Infant S.
McDonald, Menzies .....Perth Free West Ch. S.

Second Class.

Hall, Eleanora Gordon .....*Edinburgh Free Ch.*
Laing, Charlotte .....Edinburgh, Niddry St., Dr. Bell's S.
Smith, Isabella .....Dundee Free Ch. Wallacetown S.
Davies, Griselda.....Greenock Highlanders' Academy.
Ker, Eliza Jane.....*Glasgow Free Ch.*
Laird, Mary.....*Glasgow, Free Ch.*
Dingwall, Isabella.....Rothiemay Free Ch. S.
Laing, Margaret.....*Edinburgh Free Ch.*
Cairns, Christina .....Glasgow, St. Matthew's Free S.
Bonnar, Marion, Senr.....Glasgow, St. Matthew's Free S.
Campbell, Margaret.....Dunoon Free Ch. Industrial S.
Milne, Anne .....Edinburgh Free Ch.
Coghill, Elizabeth .....*Glasgow Free Ch.*
Crawford, Maggie.....*Glasgow, Free Ch.*
Murdoch, Jane .....*Glasgow Free Ch.*
McAslan, Elizabeth.....*Glasgow, Free Ch.*
Aitkin, Ann G.....Glasgow Free Ch.
Simpson, Jessie .....Large Female Industrial Free Ch. S.
Welsh, Annabella T......*Glasgow Free Ch.*

SUMMARY
OF
RESULTS OF EXAMINATION OF CANDIDATES FOR ADMISSION INTO NORMAL SCHOOLS.

CHRISTMAS, 1863.

DENOMINATION	Presented for Examination			Passed					Failed		
				Males		Females					
	Males	Females	Total	1st Class	2nd Class	1st Class	2nd Class	Total	Males	Females	Total
Church of England	427	*694	1121	197	195	192	320	904	35	179	214
Scotch Episcopal Church	8	10	18	2	4	—	4	10	2	6	8
British and Wesleyan	142	134	276	31	87	45	66	229	24	23	47
Roman Catholic	23	47	70	1	10	11	29	51	12	7	19
Church of Scotland	92	65	157	36	48	29	20	133	8	16	24
Scotch Free Church	97	92	189	31	49	56	19	155	15	17	32
Total..	789	1042	1831	298	393	333	458	1482	96	248	344

* One Candidate died after commencing her examination.

CLASS LIST

OF STUDENTS IN NORMAL SCHOOLS (ARTICLE 119), AND TEACHERS IN ELEMENTARY SCHOOLS (ARTICLE 128), EXAMINED BEFORE HER MAJESTY'S INSPECTORS.

CHRISTMAS, 1863.

The letter (D.), *after a Candidate's name, indicates that he or she has obtained a Certificate of Competency as a Teacher of Drawing.*

*** A Prize for proficiency in Drawing has been awarded to every Candidate to whose Name a double asterisk (**) is prefixed. A single asterisk (*) means that the Candidate has passed successfully in one subject at least out of the five necessary to a Certificate of Competency as a Teacher of Drawing.

I.—NORMAL SCHOOLS FOR MASTERS.

ENGLAND AND WALES.

Bangor.

(British and Foreign School Society's.)

Students of the Second Year.

THIRD DIVISION.

**Owen, Humphrey.
**Pritchard, Hugh.
**Williams, Griffith.

FOURTH DIVISION.

*Evans, John Thomas
**Jones, John. (B).
*Morgan, William O.
Parry, John Hughes.

Students of the First Year.

FIRST DIVISION.

**Bush, James. (D).
*Pope, John.
*Thomas, William.

SECOND DIVISION.

**Edwards, David.
*Evans, Joshua.
*Matthews, John.
Morris, Richard.
*Parry, William.
*Short, Edward.

THIRD DIVISION.

*Cadwaladr, John.
Daniel, John.
*Ellis, Owen.
**Griffiths, Owen.
*Houlson, Abraham.
*Jeffreys, Thomas.
*Jones, David. (A).
Jones, David. (B.)
*Jones, Daniel.
*Jones, Edward.
*Jones, John. (C).
Lewis, Richard.
Scourfield, Benjamin Alfred.
*Thomas, John.
*Williams, Hugh.

FOURTH DIVISION.

*Jones, John. (D.)
*Williams, John.

Battersea.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.

**Bray, William Charles.
**Child, Henry (D).
**Dugard, Frederic.
**Fidge, George Christopher
**Howard, Charles Caleb.
**Howells, John William (D).
**Jones, Frederick (D).
**Kermode, James.
**Ladd, William.
**Whitman, Thomas.
Wilding, David. (D.)

SECOND DIVISION.

**Balshaw, Amos.
**Brook, Isaac.
**Brown, Harry.
**Chilcott, Charles.
Cockton, Edward Stanley.
**Cooper, James.
**Day, William James.
**Elliott, Tho. Armstrong (D).
**Fishenden, Robert.
**Harding, John Gillham.
**Hardy, Peter.
**Hoare, William Albert.
**Knott, David.
**Lynex, George (D).
Miller, William.
**Overton, William John.
**Pheasant, William Martin.
**Rickard, Harry.
**Stevenson, James Arthur.
**Stovin, Joseph. (D.)
**Wilkes, William. (D.)
**Wilson, John James.

THIRD DIVISION.

*Duncan, Alfred Edward.
**Harris, George (D).
**Herbert, John Noble.

Students of the First Year.

FIRST DIVISION.

*Dewhurst, James.
*Jarman, John Robert.
*Jeffries, Alfred.
**Jones, Edward.
Stevens, Chas. Alexander.
Wells, William.
*Woodcock, Charles.

SECOND DIVISION.

Askew, Thomas Douglas
**Barber, Frederick John.
**Boyle, Robert (D).
*Cambridge, Thos. Salway.
*Chaplin, Richard.
Cooke, Samuel Charles.
*Callen, John.
*Dixon, William Thomas.
*Eastman, John.
*Fenn, Richard John.
*Harnett, Henry.
**Harwood, Egbert Wire.
**Ireland, Richard Bryan.
Jones, John.
**Osborne, James.
**Parkinson, James.
*Richards, Thomas.
*Roberts, John.
**Rowe, William.
*Shears, John.
*Singleton, Henry.
*Stanfield, Harvey.
*Sylvester, George.
*Tassell, Henry.
Taylor, George.
*Wilmot, Alfred.
*Yeaxlee, Henry.

THIRD DIVISION.

*Lang, W. Thos. Wilson.
*Mannock, Gifford Bromley.
Perkins, James.

Borough Road.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST DIVISION.

**Badcock, John.
**Dowswell, John Felix. (D).
*Jones, John Miller.
**McWilliam, Robert. (D).
**Reynolds, John. (D).
**Scott, Henry Jones.
**Shaw, George Andrew.
**Whitaker, Robert.

SECOND DIVISION.

**Bachelor, John. (D).
*Bridgman, Benjamin. (D).
*Calladine, Thomas John.
**Comfort, Frederick George.
*Hammett, Edward Henry.
**Haydon, Alfred. (D).
**Johnson, Daniel. (D.)
*Jones, John.
*Light, Rowland.
**Mansell, George.
**Mardon, Daniel. (D).
*Marwood, David.
**Priestley, Alfred.
*Prior, Asa.
**Turner, Ebenezer.
*Whiteley, Joseph.

THIRD DIVISION.

*Boswell, John.
*Brown, Francis Edwin.
**Brown, Robert H. (D).
*Bury, Emanuel.
*Button, James Norman
*Ferguson, William.
*Gallaugher, John.
*Haldenby, William.
**Hibbert, Joseph.

*Moon, David.
*Nichols, Matthew H.
*Parkinson, William.
*Pick, Daniel.
**Procter, James Simpson.
**Stratford, William Victor.
**Thomas, William Visick.

Students of the First Year.

FIRST DIVISION.
*Bell, William.
*Curd, Edward James.
*Entwisle, John Lee.
*Goode, William.
**Hinley, Thomas.
*Lear, William.
**Mandy, Edwin.
*Mann, James.
*Pitt, Thomas Richard.
**Powlson, Stephen.
*Quarmby, Charles.
**Smith, George C. H. (D).
**Tate, John William.
**Waite, Robert.
*Walton, John.
**Wimpress, Charles.

SECOND DIVISION.
**Baker, Frederick.
**Barnard, Henry John.
Bellingham, Frederick.
*Bennett, Thomas.
*Bridle, Henry.
Florance, Harry Edmond.
*Gaunt, Hermon Alfred.
**Hill, John.
**Jones, Cecil Charles.
*Lambton, John W.
**Lucas, Alfred W. D.
*Millard, Joseph B.
**Noble, Samuel.
**Parsons, George.
**Pybus, James.
Riddell, Hugh.
*Schofield, Enoch.
Scully, Richard.
Spyer, Joseph.
*Sumner, John W.
**Thickpenny, Thomas J.
**Turnbull, George.
**Williams, Alfred.
**Woodhouse, William.

THIRD DIVISION.
*Abbott, John.
Aswell, William.
*Bashford, William Taylor.
*Begrie, Edward William.
*Blair, William.
*Goldsmith, Charles.
*Jagger, William.
*Kershaw, Benjamin.
Roe, Robert Garrett.
*Rose, Winfred.
*Strongman, Benjamin.
*Tomlinson, Thomas.

FOURTH DIVISION.
*Holt, John.

Carmarthen.

(National Society's.)

Students of the Second Year.

THIRD DIVISION.
**Griffiths, William.

FOURTH DIVISION.
Athoe, George.

Students of the First Year.

SECOND DIVISION.
*Jackson, John.
**Jacobs, Robert Haddon.
**Knight, Thomas Henry.
*Phillips, William Henry.
**Willmot, Edwin.

THIRD DIVISION.
**Binns, Timothy.
*Bradbeer, Francis.
*Carveth, George Morris H.
*Catlow, Henry.
*Davies, William.
*Donaldson, John.
**Edwards, William Charles.
*Evans, Daniel.
Hilliar, Rees Price.
**Jacobs, William.
**Jones, David.
**Jones, Evan George.
**Jones, Thomas.
**Marsh, Charles Henry C.
*Moore, John William.
**Nickless, Henry William.
Saunders, James Richard.
*Smith, William.
**Stace, William Stoveld.
*Steward, Joseph Ellis.
*Thomas, David Miles.
Thomas, William Jones.
**Turner, George.
*Turner, John Marston.
Waddington, Joseph.
*Williams, William.

FOURTH DIVISION.
Davies, Edward.
*Gornall, Richard.
*Porter, Thomas.
*Thompson, Geoffrey.

Carnarvon.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.
**Williams, George. (D).

SECOND DIVISION.
**Bell, Henry.
**Davies, John.
**Jones, Thomas.
**Smith, James.

THIRD DIVISION.
*Holroyd, John Crosland.
**Hughes, Abel.
**Hughes, Hugh. (D).

FOURTH DIVISION.
**Evans, Owen.
*Evans, William.
**Richards, Hugh.

Students of the First Year.

FIRST DIVISION.
*Pugh, Evan.

SECOND DIVISION.
**Elston, Thomas.
**Jones, Richard.
**Williams, Cadwaladr.

THIRD DIVISION.
**Freeston, Charles.
*Hamer, John.
*Hughes, Edward.
**Jones, William.
**Owen, Hugh.
*Pritchard, William H.
*Roberts, Robert P.
*Williams, John.
**Williams, Owen.

FOURTH DIVISION.
*Jenkins, John.

Chelsea.

ST. MARK'S

(National Society's).

Students of the Second Year.

FIRST DIVISION.
**Bryant, John.
**Carlow, Frederick.
**Collings, James.
**Gates, George.
**Pakes, Charles.
*Powell, Charles.
**Stroud, Robert. (D.)

SECOND DIVISION.
*Andrew, Joshua.
*Anstead, Walter Henry.
*Bosworthick, William C.
**Bottle, Edward.
**Brown, Henry.
**Faunthorpe, Joseph.
**Forryan, Richard.
*Fuller, William.
**Harris, William.
**Hartley, John. (D.)
**Hill, Samuel Thomas.
*Howgate, Joseph.
*Hughes, Henry Huggett.
**Jeffery, John George. (D).
**Johnson, Edwin. (D).
*Skeeles, James.
**Smith, George.
**Spence, Charles.
**Sydes, John Robert. (D).
*Thorpe, William.
**Williams, John Wright.

THIRD DIVISION.
*Berry, Henry Samuel.
**Bowden, Edward George.
**Brown, Eli.
**Chapman, George William
Coates, Isaac. (D).
*Corkett, John.
*Donkersley, Robert.
**Goodwin, Albert.
*Hambling, Henry William
**Hurst, Edwin.
*Jones, Richard.
**Lodge, Thomas.
*Packham, Frederick.
*Parker, Francis William.
*Pearce, George Andrew.
**Pole, Edward Robert.
**Sharman, Daniel.
**Strange, Henry Randle.
*Taplin, William Goffe.
*Ursell, William James.
**Wager, Henry. (D.)
**Whitehead, John Ellis. (D.)
*Wilkins, David.

FOURTH DIVISION.
**Coles, Elmer Thomas.
**Hawkins, Major. (D).

Students of the First Year.

FIRST DIVISION.
**Briggs, Henry.
**Dawe, James.
*Stones, Alfred.
Wilson, Joseph.

SECOND DIVISION.
*Adcock, Joseph Henry.
*Billingham, Edwin.

**Bowden, John.
*Chandler, Edward.
*Dicker, Richard.
**Dicks, Charles.
*Down, Cornelius.
**Flitton, Mark.
**Gardner, Henry (D.)
*Good, George.
*Grindrod, John.
*Harrap, George.
*Harrison, William John.
*Hey, William Edward.
*Holland, Charles.
*Jones, William Edward.
*Merrick, Edward.
*Nutley, Edward.
*Pope, William John.
*Pride, Henry.
Smith, Edward Wilkinson.
*Stone, James.
**Todd, Luke.
*Turner, Charles William.
*Warren, William.
*Wild, William Lawton.
*Wills, Charles Thorne.

THIRD DIVISION.

*Adams, John.
*Barr, Richard.
*Brewis, John.
*Glover, George William.
Hall, Sam.
*Hampson, Jesse.
*Hollins, William.
*Hudson, Samuel.
*Jameson, George.
*Jutson, David James.
*Lawrence, Miles Alison.
*Lee, John.
McCrirrick, Thomas Wm.
*Moreton, George.
**Newman, Charles Cole.
*Palmer, William Henry.
*Plumer, Walter Henry.
**Rideout, William.
**Wilkinson, William.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Liddington, James F.
**Rule, Charles Henry. (D.)
**Watson, John.
Wilkins, James. (D.)

SECOND DIVISION.

**Addiscott, Charles Jas. (D.)
*Amos, Edmund.
*Benson, George.
**Birt, Sidney Morris.
**Bland, Ezra.
*Drury, George William.
**Duckett, John B.
**Goodall, Alfred. (D.)
**Green, Frederick.
**Grundy, Peter.
**Latham, Edwin.
*Lines, Thomas. (D.)
**Lugg, Charles.
**Mander, William. (D.)
**Plant, Edmund C. (D.)
**Rider, Alonzo John. (D.)
**Sidebottom, Edwin.
**Smith, Edwin.
**Stanfield, Henry.
**Stansfield, James.
**Stone, Augustus F.
**Vallance, Rowland C. (D.)

THIRD DIVISION.

**Andrews, T. N. (D.)
*Bale, Frederick.
*Brierley, Charles Frederick.
*Brown, William.
*Caldwell, William H. (D.)
*Capener, Thomas.
**Coates, Er.
**Forrest, Joshua.
**Gibson, Robert.
**Given, William.
**Randell, William.
**Spencer, John.
*Stainer, George Stephen.
*Thomas, Edward Rogers.

Students of the First Year.

FIRST DIVISION.

*Baker, William George.
*Ensor, Edward.
**Gordon, Richard. (D.)

SECOND DIVISION.

*Bailey, Henry I.
**Barraclough, William.
**Bebby, Henry.
*Betterton, Henry.
*Bibby, William.
*Bottomley, William.
**Cadwallader, John W.
*Castell, Charles.
*Cook, William.
*Earlam, Samuel.
Fentum, George B.
*Goulder, Theodore.
Green, Septimus G.
*Halford, Jarvis.
Hill, George.
*Hitchings, John.
Jackson, John.
*Laurens, Thomas.
Lawrence, Samuel
Marshall, William W.
**Mathie, Robert.
*Merrick, George.
**Midgley, Alfred.
**Morris, Daniel.
*Oxburgh, Henry.
*Phillips, John.
**Pickles, Joseph.
*Plackett, Urban.
*Rimmer, Richard.
*Shilton, Frederick J.
**Smith, George.
**Steele, Walter. (D.)
*Stubbs, Joseph.
**White, James.
*Wilkinson, William.
**Yarwood, Thomas.
**Young, George H.

THIRD DIVISION.

*Austin, Alfred Robert.
Banghan, William.
**Bristow, George.
*Harper, James.
*Holdsworth, Hiram.
*Howell, James George.
*Howell, Thomas F.
*Hurford, Sydney W.
*Irens, Coleman.
*Jackson, Thomas.
James, George.
*Jordan, Frederick W.
*Longstaff, James.
*Mayall, Joseph.
*Pittman, Francis.
*Wicks, George E.

FOURTH DIVISION.

Stephenson, John L.

Chester.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

*Heywood, Edmund.
**Ridyard, Joseph. (D.)
*Ward, Richard P.

SECOND DIVISION.

**Bailey, George.
**Beck, John. (D.)
**Davidson, James.
*Dean, Henry.
*Felton, Cornelius.
**Gardner, John. (D.)
**Horner, William. (D.)
**Horsfield, James. (D.)
**Martin, Morton.
**Parker, William.
**Redfern, Joseph.
**Steeple, James.

THIRD DIVISION.

*Burnett, William.
*Lindley, Samuel.
**Lloyd, Robert.

Students of the First Year.

FIRST DIVISION.

*Clegg, Matthew.
**Griffiths, Thomas.
**Hoyle, Alfred.
*Lofthouse, John.
**McCartney, Robert H.
*Williams, George.

SECOND DIVISION.

*Armstrong, John.
*Blackburn, Edwin W.
*Chard, James.
Crossland, Joseph.
**Durrant, Charles.
*James, Thomas.
*Jones, John.
*Manning, Samuel.
*Selden, William.
*Worth, Silas.

THIRD DIVISION.

*Gilliibrand, Thomas.
**Price, Joseph S.
*Shaw, Lewis F.
*Sutcliffe, William R.
*Wilde, James.
*Williams, David Albert.
*Wood, Herbert.

Chichester.

(Church of England.)

Students of the Second Year.

SECOND DIVISION.

**Beale, Henry Linford.

THIRD DIVISION.

**Barber, Harry.
*Miller, Joseph John.
*Oakley, James Charles.

FOURTH DIVISION.

**Rabbets, Frank William.

Students of the First Year.

SECOND DIVISION.

**Amys, William John M.
*Ayton, Anthony Robert.
**Coachafer, Henry.
*Littleton, Edward.
*Winchester, John.
*Young, Henry.

THIRD DIVISION.
*Allen, Gilbert.
**Ballard, Chas. Henry Robt.
Boothman, William.
*Campbell, Hugh.
**Cripps, John.
*Foreman, George.
*Green, William Joseph.
Knowles, John James W.
Morley, George.
**Oxley, William.
Parks, Alfred William.
*Spruzen, William.
*Sylvester, John.
*Theobald, George William.
*Wilson, George.

Cuilham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
**Lapworth, Charles. (D.)

SECOND DIVISION.
*Bolton, William.
*Foster, William.
**Fowler, Benjamin. (D.)
**Gregory, John S. (D.)
**Holloway, Charles. (D.)
**Hopping, Edward Line.
**Rivers, Albert.

THIRD DIVISION.
*Ames, George.
**Belcher, Samuel Edward.
**Bentley, James. (D.)
*Berry, Benjamin.
**Berry, Clement Harris.
**Fowler, Joseph. (D.)
Gunner, James Joseph.
**Havill. Henry Richard.
**Holloway, John.
**Lowres, John. (D.)
*Osborne, Walter James.
**Peters, Thomas.
**Smith, Joseph.

FOURTH DIVISION.
*Ashen, Charles.
*Powell, Harry.
**Wrigley, John.

Students of the First Year.

SECOND DIVISION.
*Abery, Frederick.
*Buttery, Christopher.
*Capel, Henschel Louis.
**Cullum, Charles Edward.
*Eley, Thomas.
**Finnimore, Joseph.
**Freeman, Thomas.
**Ford, James.
*Gower, Frederick.
*Graham, Alexander.
*Kellett, Joseph.
*Montagnon, Louis.
**Moulding, Charles. (D.)
*Parkinson, Richard.
*Parry, William Meseeh
*Peirce, John.
*Pittman, Alfred.
*Upstone, Herbert Thomas.
*Watts, Alfred.

THIRD DIVISION.
*Abbott, William Charles.
*Adams, James Henry.
*Ball, Asher.
*Bottomley, Seth.
*Clegg, Samuel Winter.
*Cull, John.
*Dixon, Thomas.
Elley, Henry.
*Gray, Henry.
*Hibbitt, Henry.
**Keyte, Henry.
*Marsh, George.
*Moulding, Thomas Harris.
**Norcross, James.
*Oddie, William.
*Page, Edward.
*Senior, Benjamin.
*Tannock, John.
*Thomas, William.
*Whitaker, George.
*Williams, William John.
*Winmill, Alfred.
*Winsor, William.
*Woodbridge, Henry.
*Yates, Henry.

FOURTH DIVISION.
*Beeson, Samuel B.
*Smith, William Henry.

Durham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
**Dodds, William. (D.)

SECOND DIVISION.
**Barker, Jacob.
**Bell, William.
**Brown, Charles Redhead.
**Dogherty, James.
Lawson, Richard. (D.)
*Land, Christopher Henry.
**Punshon, James Brown.
*Raine, Isaac.
**Robinson, James.
**Thornhill, John.
**Walker, Robert.

THIRD DIVISION.
*Boddy, William.
Brocklebank, James.
**Cain, James Jackson.
**Dodds, Thomas. (D.)
*Finlay, Edward.
Gardiner, Richardson Colin.
**Grainger, John.
**Mason, William.
*McAdam, Alexander.
**Park, Robert Stephen. (D.)
*Rawling, George.
*Smith, John.
*Straughan, Alexander.

Students of the First Year.

FIRST DIVISION.
**Hall, John.
*Hodgson, Thomas Graham.

SECOND DIVISION.
*Arkle, Joseph.
*Bowler, Robert Allan.
*Douglas, Thos. William.
Henshall, William Henry.
**Knox, John.
*Mason, William.
*Mudd, Thomas.
*Skead, Richard.
**Tate, Thomas.
*Walton, Robert.

THIRD DIVISION.
**Lawther, George Thomas.
*Scott, Joseph.
*Shaw, Roger.
Simpson, Alfred.
Smith, John
Turner, Edmund.
*Whitehead, Samuel.

FOURTH DIVISION.
Lawson, James.

Exeter.

(Church of England.)

Students of the Second Year.

SECOND DIVISION.
**Bate, Thomas James.
*Charles, Edwin.
**Jackman, John Henry.
**Lear, Tom Edward.
**Wolland, Sam. Thorn. (D.)

THIRD DIVISION.
*Austen, William George.
**Babbage, Frederick Wm.
**Davies, John.
**Fry, Henry.
**Gulliford, Robert.
**Hammer, Charles Henry.
**Hammick, Edward. (D.)
*Lang, William Low.
**Mare, Henry. (D.)
**Pedler, William Henry.
**Pomeroy, William. (D.)
**Webb, William Charles.

FOURTH DIVISION.
*Francis, Henry.
**Hatherley, Thomas (D.)
**Trethewy, Thomas James.

Students of the First Year.

FIRST DIVISION.
**Gill, John.

SECOND DIVISION.
*Allen, James Tucker.
*Bannister, Henry.
Chipman, John Henry.
**Hill, Henry.
*Kissell, Edward.
**Pearce, Thomas Williams.
**Pearse, George, W. H.
*Scanes, Edmund William.
*Symons, George.
*Taylor, William.
*Wheeler, James.

THIRD DIVISION.
**Burt, Jacob Wm.
Donohue, Charles Henry.
*Guppy, William.
*Hodge, George.
*Jacobs, William.
*James, Joseph.
*Lerwill, Thomas W.
**Pengelly, Hugh Oliver.
*Salter, Francis John.
*Seymour, John.
**Trelease, Thomas.
*Tucker, Giles.

FOURTH DIVISION.
*James, John Amos.
*Pym, William.

Hammersmith.

(Roman Catholic.)

Students of the Second Year

SECOND DIVISION
**Barry, John.
**Cattanach, Peter.
*Coghlan, Daniel.

*Ford, Patrick.
**Lückerath, Bertram.
**McElligott, John.
**O'Donohoe, Thomas.
*Priestman, Thomas.
**Quinn, Christopher.

THIRD DIVISION.

*Armstrong, John.
*Canning, William.
**Carroll, John. (D).
**Casey, Edward.
**Cleary, Peter.
*De Vries, James.
**Doyle, Daniel W.
*Evans, John.
*Farnell, Charles.
*Fenton, Thomas.
*Forbes, Thomas.
**Henry, James.
*Hill, Thomas A.
*Judge, John.
Kelly, Hugh.
*Melly, James.
**McDonough, Thomas.
**McElroy, John.
*McGovern, James.
*McGrath, John.
*Thompson, John.
**Ward, James W.

FOURTH DIVISION.

*Curry, Patrick.
**McGovern, Michael.
**Ryder, Luke.

Students of the First Year.

FIRST DIVISION.

*Downey, Daniel.
**Fox, Edward.
**Glover, Thomas.
**Livesey, Thomas.

SECOND DIVISION.

**Brown, John.
*Fox, Patrick.
**Hafey, John.
**Johnstone, Andrew.
**Nunan, Patrick John.
**Palmer, George.
*Slater, Esau.

THIRD DIVISION.

*Buckley, Daniel.
**Coene, Amaud.
Conway, Michael.
*Crook, William.
Keohane, Philip.
McMullan, John.
**Mahoney, James.
**O'Hanlon, Patrick.
*Rostron, John.
*Smith, Robert.
White, John.
Wood, Ralph.

FOURTH DIVISION.

Carpenter, James.
*Conroy, John.
Scott, William.

Highbury.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Allport, James. (D)
*Finch, Alexander. (D.)
*Jones, Thomas Edward.
*Thornton, John.

SECOND DIVISION.

Alcock, James. (D.)
Bassil, Alfred Frederick.
**Boldwin, George John.
*Brade, Thomas Hodson.
**Browning, Samuel. (D.)
**Bush, Richard Frank. (D.)
**Dixon, John Heppel.
**Hardy, James.
**Harris, George Samuel.
**Perrett, Ebenezer.
**Prideaux, Charles R. (D.)
**Sharp, James.
**Wright, Albert Henry.

THIRD DIVISION.

**Breadmore, George.
**Caddie, Alfred.
**Hulbert, Edward.
**Hutchings, Henry Alfred.
**Martin, Arthur.
**Meredith, John.
**Moorhouse, Thomas P.
*Page, Henry.
**Western, Lambert.
*Wilcher, Henry.

Students of the First Year.

FIRST DIVISION.

**Bailey, Thomas.
*Ball, William Platt.
*Clark, Alexander.
*Evans, Edwin.
*Gardner, Richard.
**Iago, William Henry.
**Kyle, John.
*Leigh, John.
*Madley, Lewis George.

SECOND DIVISION.

*Alexander, Robert James.
*Armstrong, John.
*Arnold, Joseph.
**Bedwell, Alfred.
*Bignell, George.
**Bird, Charles.
*Brigden, Edward Beecher.
*Clark, Henry.
*Davey, William.
*Elliott, James William.
*Fillmore, Charles.
*Fillmore, Walter George.
*Findlay, James Anderson.
**Finney, William Henry.
*Hare, William Henry.
*Huntington, Alfred.
*Hutchings, Robert Coleman.
**Jones, Frederick.
Jones, Llywellyn.
*Lomax, James William.
Mead, John.
*Parfitt, Edward.
*Pedley, Samuel.
*Phillips, Philip H.
Ridpath, George.
**Seaward, Henry.
Sheppard, John Robert.
*Tucker, James.
*Tyler, John William.
*Welsford, Henry.
**White, William Wilson.

THIRD DIVISION.

*Barham, William.
*Blackman, Walter.
*Brown, James Edmund.
*Butcher, William.
*Carter, Arthur Frederic.
*Croley, Henry J.
*Groome, Henry.
Hazzard, Edwin.
*Ingram, Henry Charles.
*Long, George Frederick.
*Mackadam, Frederick C.
*Mould, William Henry.
*Redston, Benjamin.
*Richards, Thomas.

Peterborough.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Norburn, Henry.

SECOND DIVISION.

*Bullock, William.
**Cutting, George. (D.)
**Draycott, William Henry.
**Hardy, Isaac. (D.)
*Waite, Robert.
**Watson, James.
*Weaver, Thomas.
**Whimhurst, Charles.

THIRD DIVISION.

**Allison, Joseph.
**Alloway, John Arthur.
*Barnes, Alfred.
*Burrell, Charles.
*Cotterill, John.
**Draper, William.
**Higson, David.
*Jones, Thomas William.
*Pimlott, John Henry.
**Stamp, Richard.
*Storey, Frederic.

FOURTH DIVISION.

*Johnson, William.
*Sykes, James William.

Students of the First Year.

SECOND DIVISION.

*Hall, George.
*Haywood, Eli.
*Higgs, George.
*King, Henry.
**McNamara, John.
**Thrower, Edward Harry.
*Vickers, George Tomlin.
*Waters, Henry.

THIRD DIVISION.

Bone, John Richard Cage.
*Chester, John Field.
*Crosdil, Thomas Hocken.
*Dudley, James Austin.
Elliott, George.
**Elphick, John Samuel.
Graves, James.
*Longbottom, John.
*Munton, George Henry.
**Rawson, James.
*Readyhoff, William W.
*Woodhead, Seth.

Saltley.

(Worcester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Jeacock, John Samuel.
**Lewis, Charles.

SECOND DIVISION.

**Bailey, Charles.
*Carey, Albert.
**Gill, James. (D).
**Mapp, George. (D)
**Smallman, Samuel.
*Taylor, Joseph.
**Waters, Thomas Edmund.

THIRD DIVISION.
**Banbrook, Samuel.
*Barlow, William.
*Barnett, Frederick.
**Brown, John.
**Clarke, William A. (D.
**Cole, George.
*Coleman, Michael.
Crompton, Peter.
**Evans, James.
Furborrow, Matthew.
**Hopkins, Henry.
**Lord, Samuel.
Mekeau, William Samuel.
**Nicholls, John.
*Pooley, Henry.
**Roberts, John Pattison. (D.)
*Roper, George. (D.)
**Routledge, Joseph. (D.)
**Taylor, John Henry.
**Vale, Thomas Edwin.
**Wills, Elijah. (D.)

FOURTH DIVISION.
**Birtles, John.
*Mee, John.
*Nicholls, George.

Students of the First Year.

FIRST DIVISION.
*Pickard, Joseph.

SECOND DIVISION.
*Adderley, William.
**Gee, Benjamin.
*Hardman, John.
*Holbeche, George.
*Huggins, William.
*Kay, Adam. (D.)
*Millard, Raymond.
*Plant, Daniel.
**Procter, Moroni Smith.
**Sargent, Richard Edwards.
*Schofield, Charles Richard.
*Shipley, James.
*Shipp, Samuel John.
**Snalam, Henry.
**Talbot, Walter James.
*Wakelin, William.
*Whyman, Henry.

THIRD DIVISION.
Ayliffe, George.
*Birtwistle, Peter.
*Brooks, Leonard.
*Davies, John.
*Edge, Joseph B.
Gibson, John.
*Gregson, Alfred Houghton.
**Guy, Frederick S.
Harrison, William Henry.
Lawley, Thomas.
*Pardoe, William.
*Shenton, John.
*Taylor, Thomas.
*Thornton, George
*Tuke, Thomas John.
*Waring, George.
*Wheatley, William Bates.

FOURTH DIVISION.
*Beabon, William Amos.
*Higginson, Charles.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST DIVISION.
**Kent, Thomas.
**Kernick, Richard.
**Langley, Edwin Charles R.
**Webster, James Henry.

SECOND DIVISION.
**Broadley, Tom Watson.
*Browton, John.
**Carter, John.
**Coles, James.
**Dailey, Robert.
**Edwards, Stephen.
**Foster, Benjamin.
**Gatenby, Christopher. (D.)
**Grover, Walter.
*Henshall, James. (D.)
**Mettam, John.
*Peake, Alfred.
*Phillips, Thomas Carthew.
*Reatchlous, Andrew.
**Shaw, William Sykes.
*Swaby, William Oscar.
**Walker, Thomas.

THIRD DIVISION.
*Bailey, Richard.
Ferdinand, Charles William.
**Gardner, John.
*Gatenby, Adam.
Haas, John George.
*Hargraves, Thomas.
*Mottram, Henry.
**Peet, Richard Wesley.
Phillips, James (D.)
**Taylor, George William.

Students of the First Year.

FIRST DIVISION.
*Cox, Joseph.
*Deaville, James.
**Hall, John.
**Hinsley, John Fennell (D.)
*Johnson, James.
*Leak, Joseph.
**Newbold, James Ancott.
*Taylor, Henry.
Tunley, Charles William.
*Whitehead, George Wm.
*Whitehead, James.
*Wright, William.

SECOND DIVISION.
*Bickford, Edmund Sorrell.
**Daniel, John Jenkins
**Gates, Henry.
Gwynne, James.
Hockey, Alfred Knibbs.
*Hoyle, Enoch.
**Leach, Samuel.
Parrott, William.
*Peacock, Joseph.
*Perkins, Joseph.
**Proud, Alfred John.
*Rock, Samuel Charles.
*Smith, Sargent.
Thorpe, John Armstrong.
**Vincent, Joseph.
**Walker, James.
Williams, John Bennett.
*Woodward, William.
**Worsey, Charles.

THIRD DIVISION.
*Bryant, George Henry.
Bursill, George.
*Haynes, William.
Humphrys, Richard.
Lord, William.
**Schorfield, John.
**Sleight, Henry.

FOURTH DIVISION.
Fernley, John.

Winchester.

(Diocesan.)

Students of the Second Year.

SECOND DIVISION.
*Bull, Jabez.
**Foreman, Charles.
*Freemantle, George Alfred.
*Hunt, George.
**Mason, John. (D.)

THIRD DIVISION.
*Irving, Walter.
**Owen, George William.
*Whitlock, Albert.

Students of the First Year.

FIRST DIVISION.
*Brummell, Henry.

SECOND DIVISION.
*Atkins, John.
Belcham, John.
Challen, Charles.
*Coker, John.
*Everett, Edwin.
*Farren, Frederick.
Harris, Samuel.
*Jones, George Francis.
**Jones, John Humphrey.
**West, Charles William.
**White, Richmond George.

THIRD DIVISION.
Blake, James.
**Bryer, Raymond.
*Cane, Edward.
*Day, Thomas.
*Found, Harry.
Hammond, John.
*Hines, William James.
*Howell, George.
*Luffman, Thomas.
Maslen, John.
Paddock, William.
*Painter, Thomas.
**Shorten, Stephen.
*Taylor, Henry.
*Veal, George Leith.
*Wheaman, John George.

York and Ripon.

(Diocesan.)

Students of the Second Year.

SECOND DIVISION.
**Atkinson, John.
**Atkinson, John Watson.
*Crowther, Bradley.
*Grandige, Richard.
**Hird, George.
**Hunter, John.
**Knight, Nathan.
**Mellor, Richard.
**Naylor, George. (D.)
*Nicholson, Richard.
**Sladen, Joseph.

THIRD DIVISION.
*Bates, Charles.
**Dobson, Edwin.
**Glenton, Robert.
*Green, James.
**Hansom, George.
*Lister, John.
*Metcalfe, Thomas.
**Murgatroyd, Luke. (D.)
*Noble, Henry.
*Noble, William.
*Parker, John Henry.
*Ramsden, William R.

*Sanderson, John.
*Shillitoe, Wilson.
*Snowden, Samuel.
*Sykes, Joel.
Tempest, Aaron. (D.)
**Wade, Jonas. (D.)

Students of the First Year.

FIRST DIVISION.
**Foulds, William.
**Mellor, William.
*Oversby, John.

SECOND DIVISION.
*Armitage, William.
*Barker, William.
**Greenwood, Josiah.
*Hainsworth, Arthur.
*Harwood, William Henry.
**Hawkins, William.
Heyes, Samuel.
**Imeson, Hazell.
*Kell, William.
*Lister, Robert.
Mitchell, Henry.
**Overend, James.
**Skelton, Joe.
*Smith, James.
**Smith, James Edwin.
**Spaven, Francis.
Summerscales, Henry.
Sutton, John.
*Wilkinson, Isaac.

THIRD DIVISION.
*Chalmers, John.
*Cockin, John.
*Davenport, Samuel.
*Hurst, David.
Kirk, Ferdinand Robert.
Knowles, Robert.
**Moorby, Thomas.
*Nicholson, Matthew Watson.
Nordass, Thomas.
**Shackleton, Thomas.
*Shaw, David.
Wilson, Benjamin.

SCOTLAND.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.
*Hardie, Peter.
**Henderson, James.
**Thomson, Peter.

SECOND DIVISION.
**Barnett, James Cordinar (D.)
**Dick, James.
**Ferguson, Andrew.
**Girdwood, James.
**Hynd, Thomas.
**Imrie, Thomas N.
**Jenkins, William.
**Marshall, Patrick.
**Mearns, Alexander.
**Paton, William Gardner.
**Patterson, William L. (D.)
*Rattray, Robert.

THIRD DIVISION.
*Anderson, William T.
**Bain, George.
**Beveridge, Alexander.
**Davidson, James.
*Gibson, James.
**Glen, William McKillop.
**Hobart, David.
**Linn, Robert.
*Officer, David Scott.
**Ormond, John.
**Peddie, Jas. Fleming. (D).
*Petrie, Thomas.
**Rennie, James. (D).
**Scott, Alexander Kidd.
**Stewart, James Pickering.
**Sutherland, John.

FOURTH DIVISION.
MacKinnon, John.
**McLennan, Thomas.

Students of the First Year.

FIRST DIVISION.
*Anderson, William.
*Boyle, Joseph.
*Chalmers, Alexander.
*Cusine, James.
*Macquarrie, Alex. Joseph.

SECOND DIVISION.
*Anderson, David.
Arnott, John.
*Burns, Robert.
*Carlisle, George.
Dow, Richard.
*Gibb, Robert.
*Gill, John.
*Hay, Thomas.
*Jamieson, Richard.
Lowe, David F.
McDonald, Peter.
*Oswald, David.
Petrie, Robert.
Phyn, Alexander.
*Small, Robert.
*Winton, James.
Winchester, William.

THIRD DIVISION.
Cameron, Donald.
*Cameron, William.
Christie, Alexander.
*Cram, John.
*Fleming, John.
*Gray, Robert Murray.
*Henderson, Duncan.
*Leitch, David.
*Menzies, George.
*Methven, James.
McDiarmid, John.
*McLaurin, John.
*Reid, Robert.
*Runciman, Andrew.
*Stewart, James.
*Tait, James Robert.
Waddell, Robert.

FOURTH DIVISION.
MacAulay, Angus.
*Moir, George.

Edinburgh.

(Episcopal Church of Scotland)

Students of the Second Year.

SECOND DIVISION.
**Sievwright, James D.

THIRD DIVISION.
*Cameron, Donald.

Students of the First Year.

FIRST DIVISION.
**Crelghton, John.
**McKay, William.
*Tinkler, George.

SECOND DIVISION.
*Ergie, John.
Green, Samuel.
*Guest, James.
Hogg, William.
*McIntyre, Donald.
Merkin, James.
**Rodger, William.

THIRD DIVISION.
Garrett, Edward Henry.
Gilliland, Henry.
Gray, John.
*Wilkinson, James.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.
*Craig, John.
*Duncan William.
**Fenton, James.
**King, James. (D.)
**McLagan, Thomas T.

SECOND DIVISION.
**Barr, John. (D.)
**Burgess, George W.
**Clark, James T.
**Forbes, John (senior).
**Gunn, James.
**McDonald, Alexander.
**McLeod, James A. (D).
**More, George.
**Salmond, Allan.
**Young, William.
**Yule, John (D).

THIRD DIVISION.
*Campbell, James.
*Coldwell, James.
*Donaldson, James Wilson.
**Dunbar, James.

*Duncan, Esdaile.
*Elder, John.
**Elphinstone, William.
**Finlayson, William.
**Fleming, Robert C. (D.)
*Forrest, George S.
**Hobbs, David.
Jamieson, Duncan.
**Marchbank, James.
**Miller, William.
*Mackenzie, Murdo.
**Ronald, William.
**Sutherland, Peter.
**Williamson, George.

FOURTH DIVISION.

Blyth, John.
Clubb, John C.
**Duncan, George.
*Forbes, John (Junior).
Gourley, William J.
*Keith, James.
**Skinner, James.
Sutherland, Robert.

Students of the First Year.

FIRST DIVISION.

*Campbell, David.
**Dick, James.
**Low, John. (D.)
**Marshall, John.
**May, William.
*Melvin, William.
**Steven, George.
**Sturrock, Abram.

SECOND DIVISION.

*Brown, Henry.
Cameron, Archibald.
*Cameron, James.
*Cameron, William.
*Davidson, David.
*Dryburgh, William.
**Ferguson, John.
*Macrae, Kenneth.
*Mackay, James.
*Martin, Thomas.
*Mc Martin, Malcolm.
*Purves, John.
**Reid, Robert (senior).
*Scott, John M.
*Symon, Josiah H.
*Watson, William.

THIRD DIVISION.

*Baird, John.
*Black, Robert.
**Duncan, William.
*Fowler, John.
*Halliday, Samuel.
Hooker, James.
*Ingram, Alexander.
Keir, Henry.
*Macdonald, Kenneth.
*Mc Glashan, Archibald.
McLachlan, William
*Miller, George.
*Morrison, William.
Munro, Finlay.
Murray, John.
*Petrie, John.
*Reid, Robert (Junior).
*Ross, Donald.
**Simpson, Robert.
*Thom, George.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

**Forsyth, David. (D.)
*Watson, George J. (D.)

SECOND DIVISION.

**Allardice, John.
**Brand, James. (D.)
**Hislop, James.
**Hutchison, Archibald. (D.)
**Lapraik, James.
**Leitch, James. (D.)
*Macintyre, John.
**May, George.
*McCallum, John.
**McNaught, Duncan.
**McNicol, Colin. (D.)
**McPhee, Alexander. (D.)
**Pauling, Robert. (D.)
**Ross, David.
*Russell, Thomas.
**Wallace, John.

THIRD DIVISION.

**Cameron, Thomas.
**Clark, William.
**Cleland, John Simon.
**Comrie, William.
**Grant, Francis W.
*Henderson, Alexander.
**Howat, John R.
**Kennedy, Duncan S.
*Liddell, George.
*Maceachran, Colin.
*McInnis, John.
**Mair, James.
*Muir, Adam.
**Murray, Alexander.
**Roxburgh, William.
**Soutar, George.
*Tennent, Robert.

FOURTH DIVISION.

**Scott, Alexander.

Students of the First Year.

FIRST DIVISION.

*Allan, James.
**Campbell, John.
**Ferguson, William.
*Lang, John.
*McCrindle, George.
*Morton, William.
**Thomson, Samuel.

SECOND DIVISION.

*Cooper, Robert.
*Duncanson, Thomas.
*Dunlop, John.
*Hamilton, John.
**Harper, John.
**Jameson, Andrew.
**McFarlane, William.
*McNab, Robert.
*McNeil, Archibald.
**Martin, Andrew. (D.)
*Pollock, Archibald.
**Scott, Joseph.
**Smith, William.
*Thomson, Andrew.
*Wilson, Matthew.
*Wilson, Thomas.

THIRD DIVISION.

Brown, Francis.
*Bryden, John.
*Davidson, Alexander.
*Dow, Charles.
**Dunlop, Thomas.
*Glasgow, William.
*McLatchie, John.
Peacock, William.
*Robertson, John.
Rowan, William.
*Russell, William.
*Speirs, William.
*Stewart, Robert.
*Taylor, Andrew.
Torry, William.
Waddell, James.
*Wardrop, William.
*Wilson, William.
**Wood, William G.

FOURTH DIVISION.

Blakely, Samuel.
*Selkirk, Robert.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

*Fletcher, John Corbet.
**McTaggart, James.
**Paterson, Thomas.
**Stirton, James.

SECOND DIVISION.

**Cairns, William.
**Campbell, Duncan.
**Colville, James.
**Conchie, William. (D.)
**Craig, John.
**Davidson, Alexander.
**Harper, Robert.
*Holborn, Thomas.
**McMillan, John.
**Murray, James.
*Pollock, George.
**Sinclair, James.
**Taylor, James.
**Terry, John.

THIRD DIVISION.

Black, James.
**Clare, William.
**Corker, Joseph.
**Fallowfield, Richard.
**Heaton, Enoch.
*Kennedy, Robert.
**Leslie, Henry B.
**Lochore, John.
**Matheson, John D.
McArthur, William.
McMartin, Duncan.
*McMillan, Donald.
*Murchison, Angus.
*Wallace, John.

FOURTH DIVISION.

**Edwards, Thomas.
Lamont, William.
*McCormick, William.
*Macdonald, Alexander.
McIsaac, James.
McLachlan, John.

Students of the First Year.

FIRST DIVISION.

Cook, William.
Girdwood, Peter.
**Howie, John.
*Kirkwood, John.

SECOND DIVISION.

*Ballantyne, Daniel.
Barnes, Starkie.

*Burns, David.
Dunn, George.
Galloway, John.
*Macfarlane, Walter.
MacQueen, Kenneth.
*McDougall, Duncan.
*McIntosh, James.
*McKay, Charles.
*McTyre, James.
Morton, Richard.
Napier, Robert.
*Ross, Thomas H.
Stevenson, Robert.
*Stewart, William, jun.
*Walsh, James.
*Wilson, John.

THIRD DIVISION.
Anderton, Jonas.
*Cronshaw, William Henry.
*Dymock, John.
*Greenwood, John.
Haswell, Robert.
*Jowett, Herbert.
Lang, John.
Mac Tavish, Archibald.
*Matheson, Donald.
McClymont, Alexander.
Mc Isaac, William.
*McKellar, Duncan.
*McMurray, Thomas.
Payne, John.
*Pollard, Francis.
Rawnsley William.
Rothwell, William A.
Scott, Alexander.
Stewart, William (senior).

FOURTH DIVISION.
Caley, Charles J.
Mc Coll, Alexander.
**Roberts, Henry.
Ross, Robert.
Watt, Alexander.

II.—NORMAL SCHOOLS FOR MISTRESSES.

ENGLAND AND WALES.

Bishop's Stortford.
(Rochester Diocesan.)
Students of the Second Year.

FIRST DIVISION.
Day, Ada.
Dixon, Emily Knight.
Ford, Fanny.
Martin, Caroline Mary Ann.
Try, Ellen.
Vincent, Mary Ann E.
West, Jane.
Wilkins, Eliza Jane.

SECOND DIVISION.
Barton, Mary Elizabeth.
Baseley, Jane.
Betts, Emily.
Brown, Mary Anne.
Bull, Amelia Ann.
Cain, Elizabeth Louisa.
Callander, Agnes.
Candall, Esther.
Cutts, Harriett.
Debonnaire, Alice Louisa.
Doe, Susanna Mary E.
Dunn, Emily Ann.
Jones, Eliza Ann Rebecca.
Martin, Ellen.
Osborne, Betsy.
Pearson, Mary.
Roberts, Anne.
Robinson, Maria.
Smith, Louisa.
Sparkes, Susan.
Turner, Mary Ellen.

THIRD DIVISION.
Campbell, Sarah Ellen.

Students of the First Year.

FIRST DIVISION.
Abraham, Ellen.
Bush, Emma Elizabeth.
Deane, Jane.
Driffield, Mary Elizabeth.
Rotton, Elizabeth Jane.
*Smith, Frances Moye.
Tugwell, Jane.
Wheeler, Frances.
Woodhams, Sarah.

SECOND DIVISION.
Baker, Marianne.
Chaplin, Marion.
Davy, Elizabeth.
Dowman, Mary Ann Alice.
Freeth, Jane.
Hopwood, Louisa Mary.
Howse, Mary.
Mizen, Susannah Flack.
Pettit, Harriet.
Quarry, Emma.
Searle, Mary Ann.
Solly, Marian.
Starr, Eliza.
* Watkins, Elizabeth.
Withall, Anne Sophia.

Brighton.
(Chichester Diocesan.)
Students of the Second Year.

FIRST DIVISION.
Brier, Lucy C.

SECOND DIVISION.
*Bennett, Mary A.
Boyland, Eliza.
Duke, Frances A.
Ellworthy, Eliza.
*Jenner, Amelia.
Mayne, Fanny.
*Morris, Henrietta.
Scott, Susan.
Sedcole, Annie.
Whicker, Catherine J.

THIRD DIVISION.
Aldridge, Anne.
Cooper, Emily S.
Cooke, Harriet.
Daniels, Annie.
Hoyle, Emma.
Luxford, Elizabeth.
Kenyon, Alice.
Packham, Fanny.
Sheldon, Charlotte.

Students of the First Year.

SECOND DIVISION.
Bloomfield, Sarah A.
Braid, Sarah A.
Bruford, Susannah.
Binnington, Matilda M.
Cook, Elizabeth C.
Cramp, Mary A.
Cox, Emily M.
Clarke, Emma M.
*Dear, Annie E.
Fraser, Henrietta M.
Gare, Sarah.
Heys, Elizabeth.
*James, Emily E.
Leonard, Hannah.
Manders, Frances M.
Otway, Mary.
Ramsay, Susanna A.
Terry, Eliza.
Wakeford, Agnes.
*Watts, Ann.

THIRD DIVISION.
Biddle, Fanny A.
Bridger, Charlotte.
Harnden, Elizabeth.
Ladd, Eliza M.
Reed, Rebecca.
White, Eliza.

Bristol, Gloucester, and Oxford.
(Diocesan.)
Students of the Second Year.

FIRST DIVISION.
**Binns, Sophia.
**Hunt, Fanny.
**Lane, Emma Mary.
**Mager, Ann Maria.
*Packer, Mary Matilda.

SECOND DIVISION.
Baker, Elizabeth.
Beverley, Emily Louisa.
*Bland, Drusilla.
*Coates, Mary.
Cooke, Elizabeth A.
*Croker, Ellen.
**Greenville, Ellen.
*Harris, Clara Jane.
*Hisee, Sarah Ann.
*Lucas, Harriet.
*Mortlock, Mary

*Owen, Margaret.
*Parker, Mary Jane.
Phillips, Annie.
*Porter, Susanna.
*Potter, Elizabeth Jane.
Read, Jane Farmer.
Shepherd, Elizabeth.
**Staton, Sarah.
*Stephens, Elizabeth.
*Stowell, Rachel Ann.
*Wadsworth, Augusta M.
**Watts, Esther.
*Williams, Elizabeth.

THIRD DIVISION.
Eastwood, Mary.
*Francis, Sophia Louisa.
**French, Maria.
**May, Eliza.
**Parr, Frances.
Pratt, Louisa.
Simmons, Louisa.
Tibbitts, Annie.

Students of the First Year.

FIRST DIVISION.
Brant, Anne.
Jones, Harriet.
Lord, Emily A. E.
Price, Lucy.
*Toll, Kezia Anne.

SECOND DIVISION.
Brignell, Agnes.
Brooke, Sarah.
*Burton, Rachel.
Chamberlain, Fanny.
Curtis, Mary Jane.
*David, Ann Elizabeth.
Eaton, Maria Louisa.
**Evans, Mary Ann.
Goodman, Elizabeth.
Hemming, Frances B.
Hill, Mary Jane.
Hooton, Mary.
Jessop, Selina.
*Jones, Emily Sarah
Kitchin, Rebecca.
Nash, Sarah Anne.
Oughton, Mary.
Palmer, Elizabeth.
Reed, Susan Emma.
Roberts, Martha.
Russell, Caroline.
Rymer, Eliza.
Smith, Emma Elizabeth.
Stephens, Marianne.
Taylor, Eliza Ann.
*Tustin, Catherine.
Wadsworth, Eliza.
Woolway, Mary Jane.
**Worsley, Anne.

THIRD DIVISION.
Easton, Catherine A.
Hargrave, Ellen Elizabeth.
Pearson, Mary.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
*Davies, Sarah.
*Lay, Clara Sophia.
*Sleddon, Elizabeth.
*Squire, Elizabeth Sarah C.

SECOND DIVISION.
*Bishop, Anne.
**Bulpitt, Emily Ann.
Colchester, Frances.
**Cole, Emma.
*Davis, Emily.
Dearlove, Caroline.
*Gammon, Mary Louisa.
Hill, Jemima.
*Matthews, Elizabeth.
*Noble, Arabella Mary.
*Piper, Sarah Elizabeth.
Robins, Sarah.
*Sheppey, Harriet Ann.
*Shore, Elizabeth.
*Smallshaw, Elizabeth.

THIRD DIVISION.
*Jenkinson, Frances Eleanor.
Perry, Anne.
Wood, Caroline.

Students of the First Year.

FIRST DIVISION.
Amadio, Eleanor.
*Basherville, Amelia.
Birkenhead, Mary Jane.
Grisman, Mary.
Kirk, Ellen Travis.
*Knight, Maria.
*Marchell, Mary Ann Jane.
Penn, Mary Ann.
*Sherwood, Mary.
*Sims, Elizabeth.
*Smith, Alice.
*Spencer, Margaret.

SECOND DIVISION.
*Bird, Emma Jane.
Cadogan, Emma.
Cant, Elizabeth.
Cosnett, Sarah Jane.
*Cooper, Frances.
Crook, Elizabeth.
Grisman, Annie.
*Hall, Martha.
*Hammond, Eliz. Araminta.
Hurst, Sarah.
*Lowe, Eliza.
Maidment, Charlotte.
Pope, Jane.
Reeves, Caroline.
Sandlands, Eleanor.
Taylor, Jemima Flint.
Townsend, Emily Russell.
Triste, Ellen.
Wakefield, Maria Shapton.
Whitehouse, Miriam Power.
Williams, Mary Anne Eliz.
Wood, Ellen.
Worsey, Sophia Julia.

THIRD DIVISION.
Woodman, Rosa Maria.

Derby.

(Lichfield Diocesan.)

Students of the Second Year.

FIRST DIVISION.
**Allen, Emma.
*Hanson, Annie.
**Land, Mary.
*Nicholas, Mary Jane.

SECOND DIVISION.
*Brookhouse, Fanny.
*Cross, Elizabeth Hannah.
**Holyoak, Ruth Gee.
**Jarvis, Jane.
*Kinchin, Eliza.
**White, Anne Rebecca.
Wilkins, Sarah.

THIRD DIVISION.
Bishop, Fanny Hannah.
*Gardner, Ellen.
Lings, Mary.
Merrey, Clara.
*Platts, Elizabeth.
*Sherratt, Eliza.
Sutherland, Catherine.
*Walker, Harriett.
*Walker, Louisa.

Students of the First Year.

FIRST DIVISION.
**Butler, Mary Ann Elizabeth.
*Moss, Emma.
Priest, Elizabeth.

SECOND DIVISION.
Barker, Catherine.
Baxter, Fanny.
Burrows, Agnes Mary.
Chillington, Caroline.
*Clarke, Mary.
Clements, Sarah.
*Copestake, Mary Anne.
*Edwards, Eliza.
*Goodacre, Mary Alice.
*Goodall, Lydia.
*Hassell, Mary Ann.
Knight, Sarah.
Orme, Martha.
*Riley, Emma.
*Steel, Elizabeth.
Swatman, Sarah White.
Turner, Annie.
Vickers, Margery.

THIRD DIVISION.
Matkin, Adelaide.
*Wilkins, Sarah Jane.

FOURTH DIVISION.
Croxall, Jane.

Durham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
*Coulthard, Mary.
**Flavell, Hannah E.
*Haugh, Catherine.
*Henderson, Anne.
**Lee, Elizabeth. (D.)
*Wren, Jane.

SECOND DIVISION.
Banks, Sarah A.
*Bothill, Frances J.
**Bulman, Mary J.
*Dobson, Sarah J.
Forsyth, Jane A.
**Knight, Catherine.
Longridge, Hannah.
*Meagle, Sarah.
Rennie, Jessie.
*Robinson, Mary.
*Short, Mary A.
*Smart, Jane.
*Thompson, Sarah A.
*Wilson, Hannah.

Students of the First Year.

FIRST DIVISION.
*Anderson, Martha S.
*Byers, Mary.
*Clark, Isabella.
*Forster, Annie.

Plank, Rebecca H.
*Sanderson, Mary J.
*Smillie, Rachel.
*Smith, Agnes.
*Smith, Jessie.
*Strachan, Barbara.
Winskill, Sarah.

SECOND DIVISION.
Atkinson, Elizabeth.
Chapman, Nanny.
*Clough, Frances C.
Forster, Mary.
*Grant, Mary.
Hammond, Jane.
Hunter, Susanna C.
Lawson, Jane.
*Munro, Anne.
*Paul, Mary.
*Scott, Fanny.
*Stafford, Mary A.
Sutherland, Jane B.
*Young, Anne.
Young, Mary.

THIRD DIVISION.
Darnton, Mary.

Home and Colonial.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
*Bromley, Elizabeth R.
**Darlington, Mary A.
Ellis, Celia.
**Hassell, Harriet. (D.)
**Herbage, Elizabeth.
*Leggett, Hannah.
Morris, Margaret Jane.
**Pett, Eliza.
*Potter, Mary Ann.
*Powell, Elizabeth.
*Pugh, Eliza.
**Roper, Eliza Harriet.
**Wilkins, Elizabeth.
*Williams, Anne Elizabeth.
**Young, Fanny.

SECOND DIVISION.
*Baggaley, Mary E.
Coleburn, Henrietta.
*Cooper, Eliza Harriet.
*Davies, Elizabeth.
Davies, Emma.
*Dobson, Hannah Elizabeth.
Dovey, Jane M. E.
*Gerst, Caroline.
Giles, Rosa Jane.
*Gregg, Elizabeth.
*Hodgkinson, Mary.
*Holman, Merina.
Jebb, Susannah M.
Killsey, Phebe.
*King, Georgiana W.
Lamb, Caroline.
Mallet, Marianne.
Mason, Hannah.
Miles, Frances.
*Page, Sarah Ann.
*Pinning, Mary Anne.
*Pitt, Mary Anne.
*Reynolds, Priscilla Harriet.
Ross, Susan.
*Russell, Harriet.
Sawtell, Esther Ann.
*Staley, Sarah.
*Taylor, Mary Eliza.
*Wetherell, Jane.
White, Mary Anne J.
Whitfield, Louisa.
*Whittle, Hannah.
Wood, Matilda.

THIRD DIVISION.
Thomason, Ann.

Students of the First Year.

FIRST DIVISION.
Bonifield, Mary Ann.
Carodyce, Elizabeth Emma.
Carpenter, Caroline.
Clement, Mary Anne.
Clifton, Sarah Denton.
Cothill, Caroline Catherine.
Crow, Mary Ann.
Diamond, Mary Jane.
*Dodd, Jessie Matilda.
Drawbridge, Jane Roberta.
Edmonds, Esther.
Ellis, Catherine Parsons.
**Gledhill, Mary Ann.
Goodridge, Jessie Mary.
*Gunton, Susannah.
Halliday, Mary Janet.
*Hills, Emily Mary.
*Horsley, Emma.
Johnson, Martha.
Kettle, Eliza.
Leonard, Eliza.
Lewis, Emily Harriet.
*Marchant, Jane.
Miller, Selina.
Milliner, Sarah.
*Morley, Jessie.
Murray, Kate.
Murrells, Ella Steele.
Murton, Mary.
Palmer, Ellen.
Quin, Margaret.
Read, Catherine.
**Russell, Robina Matilda.
Saunders, Mary Ann.
*Smith, Anna Maria.
Smith, Mary Jane.
Tyler, Sarah.
Watson, Mary Margaret G.
Weller, Louisa.
Weller, Emily.
*Williams, Gertrude Ann.

SECOND DIVISION.
Broadbent, Christiana.
Broom, Annie.
Cheetham, Ellen.
Emsley, Mary Ann.
Farris, Sarah.
Forbes, Margaret.
Gardner, Dinah Avel.
Harwood, Sarah.
Higham, Sarah.
Holden, Emma.
Hutchings, Elizabeth.
Ingram, Mary Jane.
*Kemshead, Eliza Ann.
*Lee, Mary Anne.
Mantlan, Anne.
Morris, Sarah Anne.
Parry, Maria.
Pope, Mary Jane.
Rae, Mary Ann.
Read, Sarah.
Saunders, Anne.
Shepherd, Margaret.
Stevens, Elizabeth Anne.
Town, Elizabeth.
*Vass, Mary Sophia.
Whipple, Lucy Matthews.
Whittle, Margaretta.
*Wilson, Alice Wortley, Emma.

THIRD DIVISION.
Hart, Sarah Anne.

Lincoln.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
*Allenby, Thirza.
*Clarkson, Mary Bolland.
**Geary, Sarah.
*Mason, Emma.
*Phillips, Sophia.
**Ratcliffe, Annie R.
**Scott, Sarah.
*Whittaker, Annie.
*Yeates, Mary H.

SECOND DIVISION.
*Bell, Eliza.
*Chaplin, Jane.
*Collingwood, Elizabeth.
*Everett, Emma A.
*Husband, Elizabeth.
*Lawson, Sarah A.
*May, Georgiana Steel.
**Price, Martha Ball.
*Ward, Louisa.
*Weeks, Mary A.
*Wenn, Mariam.
*Yates, Amelia A.

Students of the First Year.

FIRST DIVISION.
*Carter, Lucy A.
Frost, Margaret.
*Hamm, Sarah Jane.
Hedges, Hannah M.
Jennings, Kate.
Smith, Sarah.
*Williams, Martha.

SECOND DIVISION.
Buckley, Bessie.
*Gilman, Harriett.
Jones, Laura A.
*Lowndes, Elizabeth.
*Mitchell, Anne.
Parnell, Harriett.
*Savage, Ellen.
*Sherington, Mary A.
Smith, Maria.
*Sparke, Eliza Ann.

THIRD DIVISION.
*Lavender, Hannah.

Liverpool.

(Roman Catholic.)

Students of the Second Year.

FIRST DIVISION.
*Allen, Martha.
*Boyle, Mary A.
**Bryden, Teresa. (D.)
*Daly, Elizabeth Agnes.
*Eatough, Catherine.
**Green, Cecilia.
*Gibbons, Eliza.
*Keating, Elizabeth.
*McLoughlin, Isabella.
McLaughlin, Sarah.
McPherson, Agnes. (D.)
O'Dwyer, Ellen.
**Rooney Loretta.
**Russell, Grace.

SECOND DIVISION.
*Boyle, Rose Anna.
*Carpenter, Margaret.
Fraser, Mary.
**Hogan, Mary Teresa.
Holland, Elizabeth.
Huntsworth, Louisa.
Jones, Elizabeth.
McDonald, Jessie.
**Murphy, Helen.
*O'Brien, Joanna.
Rhing, Jane.
Tomlinson, Anne.
THIRD DIVISION.
**Tootell, Sarah.

Students of the First Year.

FIRST DIVISION.
Ashurst, Annie.
Feehan, Frances.
Fulham, Elizabeth.
**Lucas, Lydia.
Wood, Julia Anne.
SECOND DIVISION.
Barry, Margaret.
Brindle, Mary Anne.
Cahalin, Anne.
Clifton, Susan.
Codie, Mary.
Cooper, Monica.
Duffy, Agnes.
Duffy, Teresa.
Hall, Mary.
Hastings. Emily.
Lunie, Elizabeth.
Lyons, Mary Anne.
McCarron, Margaret.
Marshall, Mary.
*Morgan, Catharine.
Morley, Mary.
Parkinson, Winefride M.
Quinn, Mary.
Reynolds, Elizabeth A.
Rochead, Margaret.
Sherry, Jessie.
Slater, Elizabeth.
Smith, Isabella.
White, Matilda.
Whitlocke, Mary Anne T.
Williams, Eliza.
THIRD DIVISION.
Brophy, Mary.
Dignam, Sarah.
Hall, Eliza.
Harrison, Rebecca.
*Kearns, Eliza.
Mann, Marianne.
Marsh, Alice.
Marsh, Anne.
McManus, Kate Lucy.
Mullins, Bridget.
O'Connor, Eliza.

Norwich.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
**Hardingham, Emily.
Holden, Mary.
*Phillips, Emily Sarah.
Robinson, Eliza.
SECOND DIVISION.
Anderson, Annie.
*Bell, Laura Ann.
Bird, Susan Amelia.
*Carter, Rosalind Elizabeth.
Cropp, Cecilia Ann.
Cottrell, Mary Elizabeth.
Harris, Ann.
Harris, Louisa.
Hughes, Lucretia Agnes.
*Hull, Susannah.
Nichol, Elizabeth.
*Short, Helen.
Varley, Lucy.
THIRD DIVISION.
Davies, Anne Allen.
Marrott, Eliza.
Kelly, Catherine.

Students of the First Year.

FIRST DIVISION.
*Bolingbroke, Rosina.
*Bright, Mary Ann.
Dack, Charlotte.
Davies, Priscilla Elizabeth.
*Hubbard, Hagar Susan.
Rushmore, Margaret Agnes.
*Thirtle, Sarah.
*Tiffen, Mary Ann,
*Tuddenham, Elizabeth.
*Watson, Lucy.
SECOND DIVISION.
Bailey, Anna Maria.
**Bean, Susannah Martha.
*Clarke, Mary.
Huggins, Alice.
Juster, Fanny.
Martin, Julia.
Riley, Elizabeth.
Rose, Emily Ann.
Sandford, Susannah Eliza.
Scofield. Hannah Jane.
Wright, Susanna Olivia.

Ripon.

(York and Ripon Diocesan.)

Students of the Second Year.

FIRST DIVISION.
*Barraclough, Elizabeth.
*Harrison, Charlotte.
*Whitehead, Emma.
SECOND DIVISION.
Batty, Clara.
Briggs, Mary.
*Brayshay, Elizabeth.
*Brook, Maria.
Field, Sarah.
Hall, Charlotte.
**Harker, Jane Anne.
Ogden, Elizabeth.
Rushworth, Martha.
Walker, Ann.
THIRD DIVISION.
Metcalfe, Hannah.
Needham, Elizabeth.
Palmer, Louisa.

Students of the First Year.

FIRST DIVISION.
Beaumont, Emma. (D.)
Hindle, Mary Anne.
Wall, Mary.
SECOND DIVISION.
*Alcock, Rachel.
Atkin, Eliza.
*Bailey, Mary Anne.
Beaumont, Elizabeth.
*Bennett, Jane.
**Finlay, Rachel.
Hirst, Hannah.
Knight, Elizabeth.
Lazenby, Hannah.
Naylor, Amelia.
Neale, Clara.
*Peniston, Ann Elizabeth.
Smith, Alice.
Sowden, Elizabeth.
Tattersall, Eliza Jane.
Townend, Mary Ann.
THIRD DIVISION.
Alcock, Julia.
Barraclough, Emma Jane.
Barrett, Sarah Anne.
Chapman, Frances.
Dewsbery, Eliza.
Fogg, Jane.
Foulds, Susannah.
*Greenwood, Mary.
Hullah, Elizabeth.
Jones, Mary Jane.
Lambert, Mary Hannah.
Lee, Mary.
Morrish, Mary Sophia.
Mortimer, Volness.
Pearson, Betsy.
Pennells, Mary Anne.
Pollard, Hannah.
Saville, Ruth.
Simpson, Anne Maria.
Smith, Martha.
Stont, Sarah.
*Thornber, Sarah.
Whiteoak, Martha Anna.

St. Leonards on Sea.

(Roman Catholic.)

Students of the Second Year.

FIRST DIVISION.
*Page, Mary.
SECOND DIVISION.
*Dring, Harriet.
**Loughran, Emma.
THIRD DIVISION.
Flanagan, Mary Anne.
*Hagan, Maria
Hurley, Elizabeth.
*Line, Susannah.
*Spiller, Julia.
Turner, Eliza Mary.
FOURTH DIVISION.
*Driscoll, Sarah Ann.

Students of the First Year.

FIRST DIVISION.
De Vine, Anne.
SECOND DIVISION.
Chadaway, Teresa.
Crawley, Bridget.
Eiffe, Susan.
Fitzgerald, Matilda.
Foster, Catherine.
Hebbard, Anastasia.
Howcroft, Mary Ann.
Keenan, Catherine.
Williams, Catherine Mary.
THIRD DIVISION.
Bowler, Mary Ann.
Carney, Ellen.
Curley, Mary Anne
Donegan, Anne.
Hall, Jane.
Heery, Louisa.
*Leggett, Charlotte.
McCarthy, Margaret.
Oates, Alice Mary.

FOURTH DIVISION.
Hayes, Ellen.
Kenefick, Anna.

Salisbury.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
Bond, Mary Elizabeth.
Crutch, Jane Eliza.
*Graham, Maria.
Hale, Ann Elizabeth.
*Heaville, Mary Jane.
*Permain, Ellen S.
**Yelf, Sarah Jane.

SECOND DIVISION.
Amey, Mary Martha.
Bishop, Ellen.
Brine, Annie.
Candick, Louisa.
Gapper, Ellen Sophia.
*Gardner, Emily.
*Harding, Jemima.
**Hazelton, Elizabeth.
Heald, Helen.
*Hillyer, Emma.
Hitchings, Emily.
Jackson, Emma.
Jenvey, Fanny.
*Kiddell, Louisa.
Loney, Eliza Ann.
**Lush, Lucy.
Mead, Caroline.
McCarthy, Eliza.
*Ponton, Eliza.
*Reeves, Elizabeth.
Stevens, Elizabeth.

THIRD DIVISION.
Annetts, Sarah Ann.
Anset, Mary Anne M.
Hayward, Elizabeth M.
Melhnish, Sophia.
Rigelsford, Mary.
Viney, Mary.
Williams, Bessie.

Students of the First Year.

FIRST DIVISION.
Burton, Annie Spreadbury.
Goddard, Sarah.
**Titt, Mary Ann.
*Tosland, Emily Ann.
*Watts, Sarah.

SECOND DIVISION.
Bailey, Mary Ann.
Bevans, Lucy Holman.
Browne, Sarah.
Bye, Kate.
Cheesman, Emma.
*Coombs, Sarah Ann.
Dowland, Susan Jane.
*Goddard, Catherine.
Guy, Mary.
Hall, Sarah.
Hawker, Susan.
Hawkins, Susan.
Hobbs, Georgina.
Kneller, Elizabeth.
Lawes, Mary Anne.
Marshallsay, Sarah Ann.
Morgan, Henrietta.
Northeast, Agnes.
Phillips, Mary Ann.
*Rawkins, Emily.
Simmonds, Marian.
Sims, Virtue.
Slow, Emma.
Stayner, Elizabeth Fanny.

THIRD DIVISION.
King, Harriet.

Stockwell.

(British and Foreign School Society's).

Students of the Second Year.

FIRST DIVISION.
*Anderson, Ruth.
*Dosson, Margaret.
*Earnshaw, Eleanor.
**Edmonds, Amelia.
**Harris, Sarah Ann.
**Rogers, Sarah Mary. (D.)
**Smith, Mary Ann. (D.)
**Ward, Mary Ann. (D.)

SECOND DIVISION.
*Baxter, Wilhelmina, F. S.
*Campbell, Anne Eliza.
**Campbell, Maria.
*Cock, Clara Rebecca.
Cooper, Kate.
**Cornock, Martha.
Curtis, Charlotte.
*Dye, Ellen Hartley.
Galloway, Mary.
**Gregory, Rebecca.
*Goodburn, Sarah E.
**Hill, Jane.
*Holloway, Elizabeth.
*Masson, Louisa.
*Reynolds, Rebecca.
Tomlin, Eleanor.
Welman, Tabitha.

THIRD DIVISION.
Boys, Alice.
Burrows, Sarah Alice.
Parfitt, Matilda Clarissa.

Students of the First Year.

FIRST DIVISION.
*Allcorn, Lucy.
*Eastman, Sarah.
Furnish, Jane.
Mills, Martha Matilda.
*Milward, Mary.
**Roach, Elizabeth.
Simmons, Amy.
*Stephenson, Emily.
Taylor, Albina.

SECOND DIVISION.
Aldworth, Elizabeth.
*Blackman, Elizabeth.
Brinkworth, Helen E.
Broad, Ann Elizabeth.
*Buckwell, Lucy.
Burns, Martha D.
Clarke, Mary Jane.
Cooler, Hannah.
Cross, Susannah.
Dean, Annie Parry.
Dyer, Sarah Ann.
Edwards, Margaret.
*Elliott, Fanny.
Fairweather, Mary.
Fleming, Jane Elizabeth.
**Floyd, Emily.
Garrod, Elizabeth.
Hampton, Caroline.
Hatcher, Annie.
*Highmore, Jemima
*Hudson, Eliza Ann.
*Hutson, Elizabeth.
*Jannaway, Mary A.
Jenkins, Margaret.
Jones, Margaret.
Mackenzie, Mary Henderson.
Mackereth, Mary Elizabeth.
*Morgan, Catherine A.
Nicholls, Susannah.
*Onion, Sarah J.
Perry, Matilda.
Plumb, Martha.
Polkinghorne, Elizabeth A.
*Rhodes, Hannah M.
Rowlandson, Maria.
*Salisbury, Ellen Isabella.
Salter, Mary E.
*Saturley, Margaret.
Savory, Maria.
Simister, Sarah. (D.)
*Sindall, Fanny.
*Singleton, Alice Maria.
Singleton, Kate.
**Smith, Margaret.
Solloway, Louisa.
Streeter, Harriet.
Welman, Rebecca.
Whilen, Jane.

THIRD DIVISION.
Bratton, Martha.
*Bubb, Selena.
Davies, Elizabeth.
Griffiths, Sarah.
Harris, Martha B.
Jones, Mary Jane.
Roberts, Eliza Phillips.
Roberts, Mary Jane.
Spencer, Sarah.
Wass, Ada.
White, Fanny.

Truro.

(Exeter Diocesan.)

Students of the Second Year.

FIRST DIVISION.
**Legg, Margaret.

SECOND DIVISION.
Hancock, Mary Leonard.
*Johns, Maria M.
*Lamerton, Mary Ann.
*Merritt, Mary.
Nancarrow, Elizabeth Ann.
*Pearman, Annie Harriett.
*Shutt, Emma.

THIRD DIVISION.
*Dawson, Louisa Ellen.
Loveridge, Esther.

Students of the First Year.

SECOND DIVISION.
*Barter, Elizabeth Savery.
Bovey, Ellen.
Dwelley, Fanny W.
Hasking, Mary Anne.
Osborne, Rebecca.
Peen, Tabitha.

THIRD DIVISION.
Clatworthy, Elizabeth Ann.
Donoghue, Emily.
Knight, Mary Anne.
Newcombe, Maria.
Poppleatone, Mary.
Smith, Catharine.
Squire, Charlotte Esther.

FOURTH DIVISION.
Atkin, Eliza A.

Warrington.

(Chester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Birtwell, Charlotte.
Breakell, Sarah.
Davies, Mary.
Dryland, Mary.
*Kerr, Agnes.
Parr, Jane.
*Price, Mary Anne.
**Swindells, Margaret.
Thwaites, Isabella.

SECOND DIVISION.

*Almond, Susan.
Alty, Ellen.
Bailey, Emily S
*Birch, Martha.
Clayton, Elizabeth.
Cole, Eliza.
**Collinge, Anne.
*Coulthurst, Margaret.
Craik, Jessie.
*Creer, Frances E.
Garside, Sarah A.
Gibson, Hannah.
Hancock, Elizabeth A.
*Harling, Elizabeth.
Jackson, Grace.
Oliver, Maria.
*Medhurst, Marianne.
Manifold, Sarah.
Murray, Ellen.
**Parkinson, Alice.
Randfield, Rachel.
*Revitt, Betsey.
Robinson, Mary.
Sansbury, Jane.
Sherwin, Harriett.
Smeatham, Charlotte.
Sutcliffe, Ellen A.
Sutcliffe, Hannah.
**Tate, Sarah Jane.
Toller, Annie.
Wade, Elizabeth.
*Warburton, Betsy.
Wolstenholme, S. J.
*Woodcock, Susan.
Woodward, Jane.

THIRD DIVISION.

Baron, Hannah Louisa.
*Brierley, Hannah.
Dewhurst, Henrietta.
Hudson, Elizabeth.
Ingram, Mary Anne.

Students of the First Year.

FIRST DIVISION.

Barton, Margaret A.
Booth, Amelia.
*Cheetham, Charlotte.
**Cockshot, Sarah.
Davies, Elizabeth.
Grundy, Alice Jane.
Hancock, Mary.
Hill, Jane.
Johnson, Eliza.
Kinsey, Mary E.
Lamb, Sarah.
Lowe, Margaret E.
*Snape, Elizabeth.
*Thistlethwaite, J.
Topping, Mary Ann.
Webster, Marian E.
*Westnot, Eleanor.
Wilkinson, Lucinda.

SECOND DIVISION.

Abberley, Agnes C.
Anghe, Elizabeth.
Clayton, Elizabeth.
Cooper, Annie.
Cook, Mary.
Coventry, Elizabeth L.
Davies, Mary Jane.
Foster Anne.
Ferguson, Isabella.
Getley, Hannah.
Gray, Mary E.
*Greenhalgh, Mary.
Greatley, Elizabeth.
Grundy, Eliza.
Hartley, Elizabeth.
Hattersley, Jane.
Haworth, Mary.
Hornby, Elizabeth.
Jones, Ann.
Jones, Annie.
Kinrade, Emily.
McMillan, Mary E.
Ridyard, Betsey.
Roberts, Elizabeth.
Sharrock, Elizabeth.
Sherwood, Elizabeth.
Simmonds, Mary.
Stansfield, Frances E.
Swainson, Isabella.
Wood, Margaret.
Woodhouse, Mary.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST DIVISION.

Cape, Emily. (D).
Wilson, Mary Ann.
Morris, Eliza.

SECOND DIVISION.

*Barber, Sophia Louisa.
Barnicoat, Elizabeth Mary.
**Blackburn, Hannah.
Hancock, Annie Maria.
*Haydon, Susannah H.
Radwell, Kate.
Rowe, Mary A. S.
*Snelling, Harriet.
Warwick, Martha.
Wilton, Mary Ellen.
Wright, Frances Elizabeth.
Vercoe, Caroline Hannah.

THIRD DIVISION.

*Allen, Elizabeth.
Parkinson, Alice.
Stringer, Mary Ann.

Students of the First Year.

FIRST DIVISION.

Davies, Mary Ann B.
*Hetherington, Mary W.
*Swale, Margaret.

SECOND DIVISION.

Cassie, Annie.
Clarke, Mary Anne.
*Coombes, Mary Manuel.
Crouch, Maria.
Fagan, Mary Holder.
Fawkes, Sarah.
Featherstone, Lydia.
*Gelder, Sarah.
*Godsill, Elizabeth.
*Hacking, Ellen Elizabeth.
*Jackson, Elizabeth.
*Johnstone, Anne Lloyd.
*Jones, Jane.
Nuttall, Anne.
Pollard, Emma Jane.
Pritchard, Alice Ann K.
*Rowse, Maria.
*Shrowder, Anne.
Skevington, Annie W.
Smith, Fanny Jane.
Sugden, Mary Ann.
Swain, Mary.
*Turvey, Phebe.
Walter, Anne.
Wedlock, Elizabeth.

THIRD DIVISION.

Bancroft, Ellen.
Fearn, Frances Amelia.
Kerruish, Margaret M. A.
*McLean, Helen.
McNeal, Hannah.
Mather, Elizabeth.
*Orme, Martha.
Rayner, Susan.

Whitelands.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.

*Bond, Eliza Catherine.
*Chalk, Elizabeth.
Cook, Jane.
**Crews, Mary Bilton.
*Davis, Lydia.
*Frampton, Mary Ann.
*Gooch, Susannah.
*Hearn, Anne.
*Hellon, Sarah.
**Hibbert, Alice.
**Hill, Jane R.
**Martin, Caroline (D.)
*Miers, Agnes E.
**Quick, Louisa.
Smith, Mary Jane. (D.)
*Terry, Elizabeth.

SECOND DIVISION.

*Allnutt, Elizabeth S P.
**Barlow, Mary Anne.
*Boyce, Charlotte.
**Carr, Emma.
*Chapman, Eleanor.
*Chester, Amelia Mary.
*Collingburn, Mary Jane.
**Cooper, Louisa.
Crowther, Rebecca.
Downing, Jane.
*Eastwood, Emily.
Ewart, Eleanor D.
*Harrison, Emma K.
Healey, Mary.
*Humphreys, Cecilia Adelaide
*Hunt, Rhoda.
Jackson, Catherine.
*Jackson, Esther Emma.
*Kingman, Mary Ann.
*Kirby, Anne.
*Lord, Emma.
Marsh, Isabella Jane.
*Mason, Isabella.
*Morphey, Sarah A.
**Morton, Sarah B. (D.)
*Phillips, Harriette.
*Ransford, Mary.
*Rignall, Mary.
*Rimmer, Nancy.
**Stevens, Eliza (D)
*Strickland, Ellen H.

Wade, Catherine Benny.
Webb, Sarah Jane.
**Thorpe, Annie.
Vincent, Elizabeth.

Students of the First Year.

FIRST DIVISION.

Ambrose, Emily.
*Bower, Louisa.
*Brisenden, Harriet.
Bushell, Julia Maria.
*Coles, Jane.
**Cooper, Augusta.
*Crossland, Martha.
Doley, Mary.
Dudeney, Mary Ann.
*East, Catherine.
*Egerton, Alice.
*Fells, Julia Soames.
*Hardy, Mary Ann.
**Hayes, Mary E.
Hobbs, Anne.
*Minson, Agnes Anne.
*Moysey, Sarah Jane.
*Potter, Mary Elizabeth.
*Powers, Mary Ann.
Pulley, Mary.
*Shaw, Mary.
*Starnes, Susan.
Woodifield, Caroline Leah.

SECOND DIVISION.

*Ann, Mary Elizabeth.
*Archer, Emily.
Babidge, Eliza.
*Barker, Clara.
*Brown, Elizabeth.
Butler, Mary Ann.
Caldwell, Maria G.
*Davis, Matilda.
*Dunn, Sarah Ann.
Garnham, Sarah.
Grisson, Anne Elizabeth.
*Grundy, Emma.
*Hackwell, Elizabeth H.
Hadwen, Ellen.
Hume, Elizabeth.
*Kay, Martha Harriet.
**May, Mary Ann.
Millard, Fanny.
*Mastart, Maria.
*New, Edith Blanche.
Partridge, Emma.
Pitman, Ann S.
*Roberts, Elizabeth.
*Sharples, Jane.
Spalding, Frances Edith.
*Taberer, Emma.
Vowles, Mary Ann.
Ward, Susanna Appleby.
Willcox, Caroline.
Wise, Fanny.
*Wood, Kate.
**Woodhams, Roseline.

SCOTLAND.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

**Beat, Jane S.
Bonthrone, Anne Q.
**Campbell, Jessie M.
*Corson, Jane.
*Dobson, Margaret.
*Hill, Mary.
King, Margaret.
*Neil, Catherine. (D.)
Rankin, Harriette.
*Robertson, Mary Anne.
Stevenson, Jessie.
*Wares, Janet.

SECOND DIVISION.

Adam, Sophia B.
Anderson, Jane.
*Archibald, Helen,
Banks, Mary Anne.
Donald, Annie.
Falconer, Anne.
Geddie, Jane.
**Gibson, Annie.
*Inglis, Jessie Sinclair.
*Kidd, Ellen.
*Leggat, Anne.
Mackie, Susan.
Manzhan, Annie S.
McKenzie, Mary.
Muir, Jessie Isabella.
*Nicoll, Jane.
Paul, Elizabeth.
Philip, Agnes.
Robertson, Catherine.
Scott, Jane.
Stevenson, Maria.
Stroyan, Robina.
Thinn, Jessie.
Thompson, Elizabeth A.
Thompson, Elizabeth Mary.
Veitch, Jane.

THIRD DIVISION.

Davidson, Helen.
*Orr, Margaret F.
Smart, Clementina Forteath

Students of the First Year.

FIRST DIVISION.

Bruce, Mary Anne.
*Bruce, Susan.
*Dan, Grace G.
*Dick, Catherine.
*Hay, Christina Margaret.
*Leslie, Margaret.
*Mackinlay, Jane.
McLennan, Christina.
Melville, Christina.
Robertson, Mary.
Scott, Marion.
Tait, Margaret M.
Thomson, Anne.
Wilson, Elizabeth.

SECOND DIVISION.

Bentley, Elizabeth H.
Clarke, Rose.
Douglas, Catherine.
*Erskine, Catherine Jane S.
*Fairley, Elizabeth.
Fernie, Catherine.
Ferrier, Helen.
Fox, Elizabeth Margaret.
Forbes, Jane Amelia.
Fraser, Margaret Bell.
**Graham, Mary.
*Hart, Catherine.
*Hodge, Jane.
Hosie, Isabella.
Hunter, Watson Allan.
Inglis, Mary.
Innes, Jane.
Johnston, Margaret.
Kelly, Elizabeth J.
Kennedy, Jane.
Ledingham, Mary Ann.
Mackay, Isabella.
Maxwell, Helen.
McCombie, Anne.
McDonald, Margaret.
McLeod, Isabella.
Munro, Catherine Eliza.
Reid, Agnes.
Ross, Isabella.
*Smith, Elizabeth.
**Smith, Elizabeth T.
Stephen, Isabella.
Syme, Betsey.
West, Anne.
*White, Louisa S.
Wilkie, Elizabeth.
Young, Eliza M.

THIRD DIVISION.

Addison, Elizabeth.
Alexander, Mary Algie.
Bain, Mary Jane.
Jackson, Mary.
Johnston, Jane.
Leighton, Mary Jane.
Liddell, Margaret.
Lowe, Charlesetta.
Melrose, Margaret.
Morgan, Jessie.
Porter, May.
Ritchie, June.
Thomson, Margaret M.
Whitfield, Elizabeth M.

FOURTH DIVISION.

**Stuart, Jane S.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

**Cameron, Elizabeth W.
*Campbell, Christina.
*Cunningham, Catherine K.
**Drummond, Anne.
*Hogg, Anne.
*Hutchison, Isabella S.
*Lindsay, Mary.
**Murdock, Mary Brown.
**Ord, Mary French. (D.)
**Steven, Catherine. (D.)
**Stewart, Isabella.
*Thom, Jessie.

SECOND DIVISION.

*Abercrombie, Jessie A.
Allan, Helen
**Anderson, Elizabeth M.
**Brebner, Marianne. (D.)
**Comrie, Georgina.
*Cowan, Janet.

*Cowie, Euphemia
**Forbes, Isabella.
Garnock, Sophia Bonar.
**Gerrard, Christian.
*Gray, Margaret.
**Hamilton, Elizabeth.
*Harley, Jane.
**Lockhart, Jane.
*McGough, Jessie R.
**McLeod, Jane Anne. (D.)
Moffat, Helen W.
*Shanks, Anne.
**Sinclair, Isabella.
*Stewart, Margaret Anne.
*Swanson, Johanna.
**Wright, Mary.

THIRD DIVISION.
**Best, Ellen.
*Gellatly, Mary Ann.
Gordon, Margaret.
*McKenzie, Joanna.
Rutherfourd, Margaret F.

Students of the First Year.

FIRST DIVISION.
Bayley, Elizabeth.
*Brown, Mary.
*Dickson, Mary S.
*Fyfe, Elizabeth.
*Home, Annie.
*Hope, Elizabeth.
*McKenzie, Mary.
*McLachlan, Hannah.
*McLean, Agnes.
**McMillan, Flora Ann.
*Menzies, Margaret.
*Millar, Jane.
**Ness, Mary.
*Shepherd, Anne.
*Wilson, Helen Apolina.

SECOND DIVISION.
*Archibald, Margaret.
*Bannerman, Christina.
*Braidwood, Margaret.
Cheyne, Jessie.
*Colville, Catherine.
*Craig, Barbara.
Crear, Helen.
*Ewart, Ann.
*Fraser, Isabella.
Isles, Mary Ann.
*Johnson, Jane.
*Lawson, Mary.
*Leitch, Christina.
*Logie, Jessie.
*Matthewson, Janet R.
*McPherson, Sarah.
Milne, Harriet.
*Milne, Margaret.
*Mitchell, Jessie.
*Mitchell, Madeline.
*Pearson, Henrietta A.
Ramsay, Elizabeth A.
*Rigby, Jane.
*Robertson, Fanny.
*Sarrison, Arabella.
Shanks, Maria.
**Stirton, Catherine.
**Sparks, Isabella.
*Wilson, Margaret.
Wood, Margaret C.
*Young, Janet.

THIRD DIVISION.
Brown, Jane.
*Clapham, Sarah Anne.
Nicholson, Janet.
*Petrie, Margaret.

Glasgow.
(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.
*Carter, Agnes.
*Clark, Margaret.
*Dickie, Mary.
**Hosie, Mary.
*Jackson, Margaret.
*Wright, Barbara.

SECOND DIVISION.
*Banks, Marion.
Craighead, Margaret.
Crawford, Mary.
*Fyfe, Mary.
Hully, Rebecca.
**Hilliard, Mary Louisa.
*McNicol, Helen.
*Parker, Isabella.
Robinson, Margaret.
Russell, Mary Scott.
*Schindler, Lucy.
*Spalding, Margaret.
*Stewart, Helen.

THIRD DIVISION.
Aitken, Jane Thomson.
Ashcroft, Mary.
Barclay, Mary.
*Black, Marion.
*Lindsay, Emily.
Morrison, Isabella.
Nicolson, Agnes.
*Wilson, Agnes.

FOURTH DIVISION.
*Fletcher, Catherine.

Students of the First Year.

FIRST DIVISION.
*Blane, Agnes.
*Cleland, Grace.
Hunter, Jessie.
**Jeffrey, Maggie Young.
McColl, Maggie.
*Mitchell Mary.
Ogilvie, Margaret.
*Thomson, Catherine Jane.
*Wilkie, Margaret.
Wyllie, Margaret.

SECOND DIVISION.
*Anderson, Ann
Anderson, Jessie R. B.
Baird, Mary.
Baxter, Joan Crawford.
Brown, Elizabeth.
Brown, Mary.
Cameron, Agnes (senior).
Cameron, Agnes, jun.
Campbell, Annie.
*Denholm, Mary.
Dick, Sarah.
Doull, Cecilia B.
*Forrest, Margaret.
*Jamieson, Mary McGeoch.
King, Isabella.
*MacLeod, Henrietta.
Maconochie, Harriet B.
*Macpherson, Helen.
McArthur, Janet.
*McGhie, Maggie.
*McNaughton, Agnes.
McNicol, Jane.
*McOwan, Caroline Gertrude.
Macphail, Catherine.
Muir, Jane L.
Patrick, Isabella.
Pattison, Margaret.
Seamans, Margaret.
Simpson, Christian.
Smith, Mary Isabella.
Turbayne, Margaret.

THIRD DIVISION.
Armstrong, Marion.
Bissett, Jocobina.
Cairney, Rosanna.
Colliart, Agnes.
Drysdale, Janet.
Duff, Catherine.
Maclaren, Margaret.
Marshall, Isabella.
McFadyen, Mary.
Oswald, Helen.
Roy, Elizabeth.
Thomson, Janet.
Thomson, Mary.

FOURTH DIVISION.
Robinson, Margaret.

Glasgow.
(Free Church.)

Students of the Second Year.

FIRST DIVISION.
Aldiss, Elizabeth.
Ewart, Jane.
*Ewing, Jane M.
*Gardner, Jessie.
*Lang, Sarah W.
*Marshall, Ann.
**McKinlay, Agnes.
Roberts, Ellen.
**Sloan, Jane.
Stephen, Jane.
**Stewart, Isabella.
*Taylor, Margaret.

SECOND DIVISION.
Bell, Maggie.
Davidson, Jessie.
Duff, Janet.
Graham, Agnes.
*Harper, Barbara.
John, Margaret S.
*Kelly, Mary.
Laing, Agnes.
*McDougall, Annie P.
McCandlish, Elizabeth.
*McWilliam, Mary Ann P.
*Primrose, Marion.
Stuart, Annie.
Thom, Eliza.

THIRD DIVISION.
Miller, Elizabeth.
Maugie, Margaret.
Reid, Jane.

Students of the First Year.

FIRST DIVISION.
*Barton, Margaret.
*Boag, Jane.
Campbell, Louisa.
Ferguson, Mary Anne.
Fraser, Margaret.
*Marshall, Jane.
Mein, Hannah.
*Moore, Jessie.
Moffat, Ann.
Mowat, Cecilia.
*Weir, Christina.

SECOND DIVISION.
Alexander, Isabella.
*Anderson, Mary.
Barbour, Marjory,
Bishop, Margaret.

Bremner, Jacobina M.
Duncan, Jane.
Ferguson, Jemima.
Foulkes, Annie.
Gardner, Mary.
*Gunnion, Annie.
Hamilton, Maggie.
Hastings, Margaret.
Jarvie, Sophia A.
**Locke, Annabella.
*McGregor, Maggie.
McInnes, Margaret.
*McKichan, Anne.
Miller, Jessie.
Ross, Margaret.
Shaw, Mary.
Taylor, Isabella.
*Walters, Emily Mercy.
Wright, Marion M.

THIRD DIVISION.

*Barclay, Anne E.
Buchannan, Jane.
Cameron, Christina Ann.
Caughie, Jessie R. G.
*Heggie, Jessie R.
Hughes, Mary.
Kennedy, Annie Maria
McAslan, Elizabeth.
McCallum, Jane.
McCallum, Margaret.
McCallum, Mary.
McNiven, Catherine.
Splink, Eleanor.
Stewart, Ellen.
Sutcliffe, Annie.

III. TEACHERS IN ELEMENTARY SCHOOLS.

SCHOOLMASTERS.

CHURCH OF ENGLAND.

SECOND DIVISION.

Brooks, Peter	Hertingfordbury, End. S.
Damp, James	Rochester, St. Peter's N. S.
Illingworth, Joshua Maude	Hutton, Sheriff N. S.
**Johnson, Edmund	Thwaites (Broughton-in-Furness) N. S.
Parkes, Edwin	Sheffield, St. Mary's (Hermitage-Street) S.

THIRD DIVISION.

* Armstrong, Marshall	Irton (Whitehaven) N. S.
Barrett, Charles	Swyre (Bridport) S.
Boyles, John	Maidstone, St. Paul's N. S.
Burrows, Joseph	Sheepy, Atherstone (Leicester) N. S.
*Deakin, William	Leesfield, St. Thomas's S.
Dungate, John	Tunbridge Wells, Royal Victoria School.
French, Daniel	High Wych (Sawbridgeworth, Herts) N. S.
Goffin, Robert Edwin H.	Exton (Oakham) Ch. End. (Boys) S.
Hiscox, George D. (D.)	Bristol, Durdham Down, St. John's Par. S.
Hoare, Charles Marks	Sarisbury (Southampton) N. S.
Jordan, William James	Binstead (Ryde, Isle of Wight) N. S.
**Kettlewell, John Greenwood	Great Horton (Bradford) N. S.
McCullam, John Nichols	Winterborne (Whitchurch, Blandford), Boys' N. S.
Morgan, Charles Henry	Poole Longfleet, St. Mary's S.
Parkinson, Charles	Napton (Southam, Warwickshire) N. S
**Rigby, Peter	Middlezoy (near Bridgewater) S.
Roberts, Ambrose	Barming (near Maidstone) S.
**Wanless, William	Durham, Normal S. (former Student).
Webb, Henry	Chippenham (Tormarton) N. S.
Williams, James	Great Saughall (Chester) S.

FOURTH DIVISION.

Abbott, James	Brassington (near Winksworth) N. S.
Flyn, William Garnett	Liverpool, Holy Trinity (Wilton-street) N. S.
Glanfield, William	Sandgate (Folkestone) N. S.
Goodyear, George	Hartley-Wintney (Hants) N. S.
Osman, William	Mamhilad and Llanvihangel (near Pontypool)
Reeve, William	Tickton (Beverley) N. S.
Varty, Richard Robinson	Norton, Midsomer (Bath) N. S.
Watts, John	Brawdy (Tancredston) N. S.
Yates, John	Dolphinholme (near Lancaster) N. S.

BRITISH AND WESLEYAN.

SECOND DIVISION.

Bailey, Thomas	West Bromwich Wesleyan S.
**Osborn, George Fish (D.)	Gt. Yarmouth Brit. S.

THIRD DIVISION.

Bradbury, Thomas	Manchester, Marshall Street, B.S.
**Brooks, William	Bethnal Green, Abbey Street, S.
Clift, Joseph	Wahmer Bridge (near Preston) B.S.
Ellery, Andrew	Kingswood Hill (near Bristol) B.S.
Golley, James Gill	Aldersgate S.
Hall, Joshua	Shaw, Oldham, Wesleyan S.
Kovachich, George Berry	Blaina (near Newport) B.S.
Wilkie, William	Reeth (Richmond, Yorks.), The Friends S.

FOURTH DIVISION.

Brown, John	Beccles B.S.
**Jenkins, Isaac	Carmel (Holywell, Flint) B.S.

ROMAN CATHOLIC.

SECOND DIVISION.

Flynn, John	Glasgow, St. Mary's, R.C.S.

FOURTH DIVISION.

Deery, John	S. Lawrence, Cartsdyke (Greenock), R.C.S

NAVAL SCHOOLMASTERS

THIRD DIVISION.

Adams, Frederick	H.M.S. "Warrior."
Brumham, Henry Thomas	H.M.S. "Asia."
New, Ebenezer	H.M.S. "Wellesley."
Robinson, Colin	H.M.S. "Fisgard."

CHURCH OF SCOTLAND.

FIRST DIVISION.

**Menzies, Andrew	Glasgow, S. James's Sessional S.

SECOND DIVISION.

Anderson, Robert	Edinburgh, C. of S. Normal S.
Campbell, Daniel	Amubree (Dunkeld) S.
Low, James	West Ferry (Broughty Ferry) Sea. S.
McDonald, Robert	Galston (Ayrshire) Public S.
Munro, John	Love's Lane (Dairy) S.
Seton, Alexander	Aberdeen, South Parish S.

THIRD DIVISION.

Anderson, George	Turriff (Fintray) S.
Forrest, George	Coltness Iron Co.'s S.
Geddes, George	Little Raith, Colliery S.
Gilchrist, James	Hairshaw, Waterside S.
McIntyre, Duncan	Rhunahowrine, Kintyre (Tayinloan) S.
McNicoll, Peter	Craignish, Ardfern (Lochgilphead) S.
McPherson, Donald	Bridgeton (Main-street), Public Ass. S.
Ritchie, Alexander	Crossford (Lanark), Subsn. S.
Robertson, Robert	Darnick (Melrose), Subsn. S.
Sneddon, George	Dalziel, Colliery S.
Stewart, James	Clarilaw (Wilton Hawick) S.
Smith, Alexander S.	Johnstone, Ragged S.
Trotter, William	St. Andrew's, Fisher's S.
Weddersposn, James	Moyness (Forres.) S.

FOURTH DIVISION.

Campbell, Andrew	Glasgow, C. of S. Normal S. (Former Student)

SCOTCH FREE CHURCH.

THIRD DIVISION.

Bell, James	Rathwell, F. C. S.
McCallum, Colin	Glasgow, F. C. Normal S. (Former Student.)
McDonald, James	Glasgow, F. C. Normal S. (Former Student.)

SCHOOLMISTRESSES.

CHURCH OF ENGLAND.

FIRST DIVISION.

Babb, Jane	Hardington, Mandeville S.

SECOND DIVISION.

Cundick, Emily	Weymouth, St. John's S.
*Derbyshire, Anne Jane	Liverpool, Toxteth Park, Holy Trinity S.
Dixon, Sarah	Hereford, St. Martid's S.
Everett, Eliza	Wappenham (Towcester) S.
Jones, Sarah	Birmingham, All Saints', Nineveh, Infant S.
Page, Caroline Emily	Home and Colonial Normal S. (former Student.)
Pringle, Mary Ann	Dowlais (Merthyr Tydvil) Infant S.

THIRD DIVISION.

Ashall, Ellen	Witton (Northwich) N. S.
Bayne, Elizabeth	Kensall Green, St. John's Infant S.
Bibby, Mary	Bootle (Liverpool), St. Mary's Infant S.
Bottom, Emma	Coventry, St. Michael's (Much Park-st.) Infant S.
Brook, Sarah Ann	Henley, Infant S.
Calles, Elizabeth	East Parley (Wimborne), St. Barnabas S.
Colquhoun, Sarah	Scarborough, National Infant S.
Coppins, Elizabeth	Rusthall (Tunbridge Wells) S.
Cracknell, Sarah	Thorpe Hamlet (Norwich) S.
Fearns, Mary	Manchester, Miles Platting, St. John's S.
Grace, Elizabeth A.	Rochester, St. Nicholas Infant S.
Grant, Mary	Whitechapel, St. Jude's S.
Guerlott, Amelia	Malmesbury Infant S.
Hale, Louisa	Bilston, St. Mary's Infant S.
Hall, Anne	St. Peter's (Vauxhall) N. S.
Hardy, Ellen	Norwich, St. Stephen's G. S.
Harwood, Ann	Uplomann (Tiverton) N. S.
Hayes, Mary Anne	Sigglesthorne (Hull) N. S.
Hownam, Mary	Christchurch (Newcastle on Tyne) Infant S.
Jones, Priscilla	Stourbridge, St. Thomas's Infant S.
*Leyden, Mary	Leek (Staffordshire), St. Luke's N. S.
Lloyd, Emma	Huddersfield (Hillhouse), St. John's S.
March, Jane	Evercreech (Bath), Ch. Ch. Infant S.
Mare, Emma	Broadclyst (Exeter) Infant S.
Marsh, Elizabeth	Warboys (Huntingdon) Infant S.
Middleditch, Louisa	Highwood, N. S.
Midford, Annie	Odd Rode (Lawton) G. S.
Parsons, Harriet Jane	Bath (Monmouth-place), Trinity Infant S.
Pooley, Elizabeth	Ogley Hay, St. James's G. S.
Probert, Amelia	Oxon (Shrewsbury) S.
Purnell, Emma	Friern Barnet, Infant S.
Reakes, Elizabeth	Torquay, Holy Trinity S.
Robinson, Phœbe	Fallings Heath (Darlaston) Ch. S.
Rowlands, Margaret	Aldham (Colchester) S.
Sandall, Louisa	Norbiton Infant S.
Seel, Anne Mary	Walsall, St. Peter's Infant S.
Sherlock, Martha	Kirkdale, St. Mary's Infant S
Stevens, Selina	Birkenhead, Holy Trinity N. I. S.
Stokes, Mary Ann L.	Heliona, Bampstead S.
Summers, Elizabeth	Bristol, St. Simon's N. S.
Thompson, Grace	Catherington (Horndean) S.
Tomlin, Sarah Anne	Gumnor (Berks) S.
Thorley, Mary	Northampton, St. Andrew's S.
White, Eliza	Iffley (Oxford) S.
Wilks, Eliza W.	Tottenham (High Cross) Infant S.
Woods, Elizabeth E.	Halewood (Liverpool) Ch. S.
Wright, Emma	Odd Rode Infant S.

FOURTH DIVISION.

Baldwin, Mary Sutton	Bloomsbury, St. George's Infant S.
Blake, Anne Harriett	Ystalyfera Infant S.
Clough, Sarah Elizabeth	Manchester Cathedral Infant S.
Leech, Mary	Ruabon Infant S.
Murphy, Elizabeth	Stretford (Manchester), St. Matthew's S.
Olson, Margaretta	Queen's Road (Bayswater), St. Matthew's I. S.
Peiser, Isabella	Islington, St. Jude's Infant S.
Pincott, Eliza	Ashton-under-Lyne, St. Peter's S.
Pleasants, Anne Maria	Gordon Square, All Saints' Infant S.
Raymond, Susannah Scott	St. Mary Church (Torquay) N. S.
Reed, Harriet Iphigenia	Berwick Street (Soho), St. Luke's Infant S.
Robinson, Julia	Leeds, St. Saviour's Infant S.
Schofield, Mary Anne	Leeds (Hunslet), St. Jude's Infant S.
Shore, Hannah E.	Hurst Green S.
Thomas, Hannah	Gellygaer (Pontlottyn) Infant S.
Wallis, Sarah	Combe Hay (Bath) S.
Wright, Annie	Westminster (Victoria-road) Ch. Ch. Infant S.
Wright, Maria Elizabeth	Letcombe Basset N. S.

BRITISH AND WESLEYAN.

SECOND DIVISION.

Dyson, Eliza	Sudbury British Infant S.
Lipman, Jane Phillips	Spitalfields, Bell Lane, Jews' Free S.
Moses, Miriam	Spitalfields, Bell Lane, Jews' Free S.

THIRD DIVISION.

Cole, Charlotte	Spelter Maesteg Bridgend B.S.
Fleming, Emily	Hart Street, Covent Garden, Brit. S.
Goldsmid, Kate	Spitalfields, Bell Lane, Jews' Free S.
Hearn, Marianne	Northampton, B.S.
Levy, Rachel	Spitalfields, Bell Lane, Jews' Free S.
Lewis, Marietta	Croydon, Brit. S.
Lloyd, Harriet	Blaina Garn, Tredegar, Brit. S.
Oates, Elizabeth	Tavistock, Brit. Inf. S.
Viccars, Elizabeth	Torquay, Brit. S.
Wright, Hannah	Morpeth, Corporation Inf. S.
Walsh, Elizabeth	Skipton-in-Craven, Brit. S.

FOURTH DIVISION.

Collings, Margaret	Lincoln's Inn, Great Queen Street, Inf. S.
Winterton, Sarah	Cyfarthfa, Cefn Coed, Merthyr Tydvil, S.

ROMAN CATHOLIC.

FIRST DIVISION.

*Lomax, Elizabeth	Liverpool, R.C. Normal S.

SECOND DIVISION.

Curr, Florence M.	Hull, St. Mary's (Wilton Street) R.C.S.
Daly, Mary	Birkenhead, St. Werburgh's, R.C.S.
Dawson, Catherine	Hull, St. Joseph's (Anlaby Road), R.C.S.
Hostage, Jane	Lancaster, St. Mary's, R.C.S.

THIRD DIVISION.

Barker, Marion	Ashton-under-Lyne, St. Ann's R.C.S.
Bennett, Margaret	Leeds (Richmond Hill), St. Mary's R.C.S.
Egan, Margaret	Loughborough, St. Marie's, R.C.S.
Hall, Caroline	Rugby, Dunchurch Road, R.C.S.
Waterhouse, Fanny	Preston, Upper Walker Street, R.C.S.

FOURTH DIVISION.

Balshaw, Margaret	Great Harwood, St. Hubert's, R.C. Infant S.
McGarry, Julia	Bradford, St. Patrick's, R.C.S.
O'Connor, Cecilia	Southport, St. Mary's, R.C.S.

CHURCH OF SCOTLAND.

SECOND DIVISION.

Duncan, Fanny.....	Auchinleck (Cumnock), S.

THIRD DIVISION.

Inverarity, Marjory	Crofthead, Whitburn, (Linlithgow) S.

EPISCOPAL CHURCH OF SCOTLAND.

THIRD DIVISION.

McBean, Mary	Burntisland, St. Serf's Episcopal S.

EXAMINATION IN DRAWING, HELD AT NORMAL SCHOOLS IN NOVEMBER, 1863.

Supplementary List of Certificates and Prizes.

I. Candidates who have passed the Examination for Teachers' Certificates.

DRAWING CERTIFICATES.

Buchanan, Alexander	Kinver, (Stourbridge) N.S.
Chard, Albion Albert	Saltley Normal School.
Grainger, Annie	Liverpool Normal School.
Hall, Henry Edward.....	Birmingham, Gem Street, Free Industrial School.
Hammonds, Henry	Stoke (Coventry) School.
Watson, George	Laxton, near Howden, Church of England School.

PRIZES.

Grainger, Annie.....	Liverpool Normal School.
White, James.....	Ardeer, Stevenston (Ayrshire) S.

II. Candidates who have not passed the Examination for Teachers' Certificates.

DRAWING CERTIFICATES.

Alexander, William.....	Southern Diocesan Grammar S.
Plant, Edmund C.	Saltley

PRIZES.

Alford, Robert.....	Highbury.
Bellingham, Sarah	Brighton.
Chinell, Thomas	Carnarvon.
Jeffery, Emily Jane	Home and Colonial.
Sewell, Robert.....	Glasgow (Church of Scotland).

SUMMARY
OF
RESULTS of EXAMINATION of Students in Normal Schools, at Christmas, 1863.
ENGLAND AND WALES.

MALES.

NORMAL SCHOOL	SECOND YEAR						FIRST YEAR					
	Number presented for examination	1st Division	2nd Division	3rd Division	4th Division	Failed	Number presented for Examination	1st Division	2nd Division	3rd Division	4th Division	Failed
Bangor	8			3	4	1	30	3	6	15	2	4
Battersea	36	11	22	3			39	7	27	3		2
Borough Road	40	8	16	16			56	16	24	12	1	3
Carmarthen	3			1	1	1	38		5	26	4	2
Carnarvon	12	1	4	3	3	1	18	1	3	9	1	4
Chelsea	53	7	21	23	2		50	4	27	19		
Cheltenham	40	4	22	14			57	3	37	16	1	
Chester	18	3	12	3			23	6	10	7		
Chichester	5		1	3	1		23		6	15		2
Culham	26	1	7	13	3	2	*50		19	25	2	3
Durham	25	1	11	13			22	2	10	7	1	2
Exeter	20		5	12	3		29	1	11	12	2	3
Hammersmith	34		9	22	3		28	4	7	12	3	2
Highbury	27	4	13	10			55	9	31	14		1
Peterborough	22	1	8	11	2		21		8	12		1
Saltley	33	2	7	21	3		30	1	17	17	2	1
Westminster	31	4	17	10			30	12	10	7	1	
Winchester	8		5	3			30	1	11	16		2
York	29		11	18			35	3	19	12		1
Total	470	47	191	202	25	5	682	73	297	256	20	23

* One Student was dismissed from the College, while the Examination was proceeding, for breach of discipline.

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop's Stortford	30	8	21	1			24	9	15			
Brighton	20	1	10	9			26		20	6		
Bristol	38	5	24	8		1	37	5	29	2		
Cheltenham	22	4	15	3			36	12	23	1		
Derby	20	4	7	9			24	3	18	2	1	
Durham	20	6	14				27	11	15	1		
Home and Colonial	49	15	33	1			71	41	29	1		
Lincoln	21	9	12				18	7	10	1		
Liverpool	27	14	12	1			42	5	26	11		
Norwich	20	4	13	3			21	10	11			
Ripon	16	3	10	3			42	3	16	23		
St. Leonard's	11	1	2	6	1	1	*22	1	9	9	2	
Salisbury	35	7	21	7			30	5	24	1		
Stockwell	28	8	17	3			71	9	48	11		
Truro	16	1	7	2			15		6	7	1	1
Warrington	40	9	35	5			49	18	31			
Westminster	18	3	12	3			36	3	25	8		
Whitelands	51	16	35				55	23	32			
Total	485	118	366	64	1	2	646	165	387	85	4	1

* Examination of one candidate cancelled, who was not duly qualified to attend.

SCOTLAND.

MALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Episcopal Church)	2		1	1			14	3	7	4		
Edinburgh (Church of Scotland)	34	2	12	16	2		61	5	18	17	2	9
Edinburgh (Free Church)	44	5	11	18	8		60	8	16	20		2
Glasgow (Church of Scotland)	39	2	16	17	1	2	49	7	16	19	2	2
Glasgow (Free Church)	38	4	14	14	6		50	4	18	19	5	4
Total	157	13	54	66	17	2	224	27	75	79	9	17

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.					FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	41	12	26	3		68	14	37	14	1	2
Edinburgh (Free Church)	39	12	22	5		59	15	31	4		
Glasgow (Church of Scotland)	28	6	13	8	1	56	10	31	13	1	1
Glasgow (Free Church)	29	12	14	3		49	11	23	15		
Total	137	42	75	19	1	223	50	122	46	2	3

DECEMBER, 1864.

Syllabus for Male Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 12th of December, 1864.

Syllabus of Subjects on which Students in Normal Schools will be examined.

Acting Teachers attending the same examination may, at their option, take the papers of the first or second Year. In the former they will find plain and simple questions specially noted for them, with directions that they need attempt nothing further.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

SCALE OF MARKS.

	First Year.		Second Year		
	‡		‡	Acting Teachers	Students
	Fourth Division - 300		Fourth Division	300	350
	Third „ - 350		Third „ -	350	425
	Second „ - 525		Second „ -	525	600
	First „ - 675		First „ -	675	750
	Good †	Failure	Good †	Failure	
Religious Knowledge { The Bible - - - -	60 } 100	*	60 } 100	*	
Religious Knowledge { Liturgy and Church History	40 }	0	40 }	0	
Arithmetic (and Algebra in 2nd Year) - - -	90	*	90	*	
Grammar - } - - - - - - - -	40	0	40	0	
Composition } - - - - - - - -	60	*	60	*	
School Management - - - - - - -	60	*	60	*	
Reading - - - - - - - -	80	*	80	*	
Spelling - - - - - - - - -	0	*	0	*	
Penmanship - - - - - - - -	60	*	60	*	
Report on Class Teaching (*in the case of Students*) -	—	—	100	*	
History - - - - - - - - -	50	0	50	0	
Geography - - - - - - - -	50	0	50	0	
Geometry - - - - - - - -	60	0	60	0	
Economy - - - - - - - - -	50	0	50	0	
Music - - - - - - - - -	50	0	50	0	
Drawing - - - - - - - - -	50	0	50	0	

‡ The minimum Number of Marks required. Candidates (whether Students or acting Teachers) who are placed by examination in the *fourth division*, receive their first certificates in the *lower grade* of the fourth class, and are not recognized for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination or good service.—Article 131 of the Revised Code.

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

First Year.

THE HOLY SCRIPTURES.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The History, Chronology, and Geography of the Bible.
2. More particularly (*December* 1864) the text of St. Luke's Gospel, c. I–XII.

*The Catechism and Liturgy.**

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The text.
2. The scriptural authorities.

Reading, and Repetition from Memory.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 lines of poetry, some of which he will be called upon to repeat.

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* The examination in the Liturgy is limited to the Morning and Evening Services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

Penmanship.†

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination papers.

Arithmetic.

1. To work sums both mentally and on paper.
2. To prove the rules.
3. To form the figures well, and arrange them accurately.

School Management. ‡

1. To answer questions on the expedients of instruction in reading, spelling, writing, and other elementary subjects.
2. To draw up time tables for use in a school under given circumstances.
3. To answer questions on the form of, mode of keeping, and making Returns from, School Registers. (*Students* of the first year's, who are proceeding to a second year's, residence, may omit *this part* of the paper.)

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† Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

‡ Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

Grammar and Composition.

1. The elements of grammar, including questions on Latin Accidence.
2. To parse a passage from the 1st Book of Wordsworth's "*Excursion*" (*December* 1864).§
3. To convert a passage from the same Book (1864) into the order of prose, and to paraphrase parts of it.
4. To write plain prose upon a given subject.

Geography.

1. To be able to describe‖ and ¶ draw the map of the four quarters of the globe, and the map of each country in Europe (that of Great Britain in fuller detail.)
2. To answer questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1864, *South America.*

History.

The outlines of the History of England.

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

Euclid.

The first two books, with simple deductions from the propositions.

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§ It should be carefully read through in short portions, *in illustration of the English Grammar used.*

‖ The term "describe" is confined to *words*, as distinguished from *drawing.*

¶ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

Economy.

Elementary questions in sanitary, and other practical science of common application, and in political economy. The 4th Book in the Reading Series of the Christian Knowledge Society, and in that of the Irish Commissioners, contain matter on which these questions will be founded. Similar matter may be found in other Reading Lessons published for Schools.

*Vocal Music.**

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.
2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *normal schools* under inspection some time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Objects from memory.

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* This *paper* is not given to any candidate who does not produce a certificate signed by the principal of the normal school *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Second Year. †

The Holy Scriptures.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The Acts of the Apostles.
2. The Epistles to Timothy and Titus (*December* 1864).

Church Liturgy and History.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

In England, *The Book of Common Prayer: its history, language, and contents.*

In Scotland, *The Shorter Catechism*, as in the first year, but with additional questions having especial reference to proofs, and with no value for papers marked below *Fair*.

Reading and Repetition from Memory.

Candidates will be expected to show improvement in the higher qualities of Reading, such as expression, modulation of voice, and the correct delivery of long, or involved, sentences. Each *student* must have learned at least 300 lines of poetry, or 200 lines of prose, in addition to what he has learned in the first year, and will be called upon to repeat some part.

† In the course of this year, *Students* have to teach a class in the presence of the Inspector. Minutes, 1854–5, p. 64; 1855–6, p. 46.

Penmanship.

(As in First Year, but defects more severely visited with loss of marks. See note † in page 2.)

Arithmetic.

1. As in First Year, but defects in method and neatness more severely visited with loss of marks.
2. Questions which involve the solution of simple and quadratic equations.

*School Management.**

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making Returns from, School Registers.
3. Questions of moral discipline.

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* Passages taken from the Reading Lesson-books commonly used in Schools will be given in the papers on all subjects which admit of it, and the candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

*Grammar and Composition.***

1. To paraphrase (*December* 1864) a passage from *Milton's "Paradise Lost,"* (*Book I.*), *or from Shakespeare's "Henry V."*†

2. To analyse the same passage.‡

3. To answer questions on the style and subject-matter of the work chosen for paraphrase and analysis.

4. To write plain prose upon a given subject.

** *Instead of* (1) *and* (2), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin prose (Cæsar) into English prose. 2. Parsing and syntax of the same passage. 3. The translation of short English sentences into Latin prose. *Instead of* (3), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin verse (Virgil) into English prose. 2. Parsing and syntax of the same passage.

† A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ This subject may be studied in "The Analysis of Sentences explained and simplified," Longman, London; or in many of the recently published grammars.

Geography.

1. Physical,
2. Political, } of the British Empire.
3. Commercial,
4. Elementary propositions in Geography, which depend upon Astronomy for explanation.§

History.

Questions such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.) The paper will be divided into six sections, each section containing not less than five questions. The sections will include (1) the death of Henry III., (2) Battle of Bosworth, (3) death of Queen Elizabeth, (4) 1660, (5) 1789, (6) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to master *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

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§ This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals, and most of the Text Books of Geography contain a chapter upon the same subject.

Euclid.

Books i.—iv., with simple deductions from the propositions.

Economy.

(As in First Year, but no value for papers marked below *Fair*.)

Vocal Music.‖

(As in First Year, but no value for papers marked below Fair.)

Drawing.

(See First Year; but candidates may work any, or all, of the five exercises named, *for which they have not been already registered as successful.*)

‖ This *paper* will not be given to any candidate who does not produce a certificate signed by the principal *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

DECEMBER, 1864.

Syllabus for Female Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 12th of December, 1864.

Syllabus of Subjects on which Students in Normal Schools will be examined.

Acting Teachers attending the same examination may, at their option, take the papers of the first or second Year. In the former they will find plain and simple questions specially noted for them, with directions that they need attempt nothing further. Teachers of Infants will find questions specially bearing on the Teaching of Infants.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

SCALE OF MARKS.

	First Year.		Second Year		
	‡		‡	Acting Teachers	Students
	Fourth Division - 300		Fourth Division	300	350
	Third „ - 350		Third „ -	350	425
	Second „ - 525		Second „ -	525	600
	First „ - 675		First „ -	675	750
	Good †	Failure	Good †	Failure	
Religious Knowledge { The Bible -	80 } 120	*	80 } 120	*	
Religious Knowledge { Liturgy -	40 }	0	40 }	0	
Arithmetic -	90	*	90	*	
Grammar - }	40	0	40	0	
Composition }	50	*	50	*	
School Management	60	*	60	*	
Reading	80	*	80	*	
Spelling	0	*	0	*	
Penmanship	60	*	60	*	
Report on Class Teaching (*in the case of Students*)	—	—	100	*	
History	40	0	40	0	
Geography	40	0	40	0	
Sewing and Cutting out	80	0	80	0	
Domestic Economy	60	0	60	0	
Music	40	0	40	0	
Drawing	40	0	40	0	

‡ The minimum Number of Marks required. Candidates (whether Students or acting Teachers) who are placed by examination in the *fourth division*, receive their first certificates in the *lower grade* of the fourth class, and are not recognized for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination or good service.—Article 131 of the Revised Code.

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

The Holy Scriptures.

First Year.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. Outlines of Old Testament History to the Death of David.
2. One gospel:—*St. John* for 1864.
3. The Acts of the Apostles to the end of chap. xii.

Second Year.

1. Outlines of Old Testament history from the death of David, and the chief prophecies relating to our Lord.
2. The Gospel appointed for the first year.
3. The Acts of the Apostles.
4. The Epistle to the Hebrews, and one of the shorter Epistles (*for* 1864 *First Epistle of St. Peter*).

Catechism and Liturgy.*

First Year.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the Examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The Catechism with Scriptural illustrations. The answers to be prepared in the form of lessons to girls between 10 and 13 years old.
2. The order and contents of the Daily Service.

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* For the Presbyterian colleges of Scotland, the questions are confined to the Shorter Catechism.

Second Year.

1. The Catechism as in the first year.
2. The history and contents of the Prayer-book. †

PENMANSHIP.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination Papers.

Second Year.

(As in First Year; but defects more severely visited with loss of marks.)

Note.—Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

GRAMMAR AND COMPOSITION.

First Year.

1. Parsing and Analysis of simple sentences.
2. An explanation in clear and simple language of a passage from Cowper or Goldsmith.

The examples for these exercises will be taken in 1864 from the *last* book of *Cowper's Task*, or from *Goldsmith's Traveller and Deserted Village (together)*. Either author, not both, may be selected by candidates.

3. To write plain prose upon a given subject.

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† In the Presbyterian colleges of Scotland, instead of this part of the paper, a section of additional questions will be given on the Shorter Catechism, having especial reference to its proofs, and no value will be allowed for the exercise if marked below *Fair*.

Second Year.

1. Parsing and analysis of sentences.
2. An explanation in clear and simple language of a passage from Wordsworth or Milton.

The examples for these exercises will be taken in 1864 from the *first* book of *Paradise Lost* and from the *first* book of *Wordsworth's Excursion.* Either author, not both, may be selected by candidates.

3. To write plain prose upon a given subject.

READING, AND REPETITION FROM MEMORY.

First Year.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 200 lines of poetry, some of which she will be called upon to repeat.

Second Year.

Candidates will be expected to show improvement in the higher qualities of Reading, such as expression, modulation of voice, and the correct delivery of long, or involved, sentences. Each *student* must have learned at least 200 lines of poetry, in addition to what she has learned in the first year, and will be called upon to repeat some part.

SCHOOL MANAGEMENT.*

First Year.

1. The methods and principles of elementary teaching.
2. Notes of Lessons.

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* Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

3. To answer questions on the form of, mode of keeping, and making Returns from, School Registers. (*Students* of the first year's, who are proceeding to a second year's, residence, may omit *this part* of the paper.)

4. Special subjects for candidates who, coming from, or being about to take, Infant Schools, desire to obtain special certificates as Teachers of Infants:—

a. Method of Teaching Infants, and of conducting an Infant School.

b. Notes of Object Lessons;—such as common domestic processes; functions of the human body; common plants, animals, and minerals—their appearance and use.

Second Year.

1. To teach a class in the presence of the inspector.
2. To answer questions in writing on the following subjects:—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making returns from, school registers.
3. Questions of moral discipline.

Note.—Only a per-centage of the marks for these exercises will be given in the case of those students (of the second year) who do not present a certificate, signed by the mistress of the practising school or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the Normal School, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

English History.†

First Year.

Elementary facts and general outline to the accession of the Tudors.

Second Year.

Elementary facts and general outline from the accession of the Tudors to the present time.

The papers will contain questions on the history of Scotland.

† No questions will be set except such as can be answered from text books in common use.

GEOGRAPHY.†

First Year.

1. Elementary knowledge of the shape, size, and motions of the Earth, and of the distribution of land and water upon its surface.
2. The physical and political geography of Great Britain and Ireland.
3. Map drawing, confined to this subject.

Second Year.

1. The British Empire and its dependencies.
2. The physical and political geography of Europe.
3. Map drawing, confined to these subjects.

DOMESTIC ECONOMY.

First Year.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

Second Year.

1. Duties of Servants.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

One paper will be set for both years.

Note.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

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† No questions will be asked except such as can be answered from Text Books in common use.

Sewing and Cutting out.

The exercises in needlework will be the same for both years, and will include cutting out.

Arithmetic.

First Year.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Simple proportion.
4. Vulgar Fractions.
5. Decimal Fractions.

The figures must be well formed and accurately arranged.

Second Year.

1. As in First Year, but defects in method and neatness more severely visited with loss of marks.
2. Simple Interest.

Vocal Music.

First Year.

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.
2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Second Year.

(As in First Year, but no value for papers marked below *Fair*.)

Note.—This *paper* is not given to any candidate who does not produce a certificate, signed by the principal, that she "*has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*" Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Drawing.

First Year.

Any *two* (but not more) of the following exercises, for which the Candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Objects from memory.

Second Year.

(See First Year; but candidates may work any, or all, of the five exercises named, *for which they have not been already registered as successful.*)

[*N B*—This exercise does *not* form part of the *December* examination. Annual examinations *in drawing only* are held at each of the *Normal Schools* under inspection some time in November, and at the various *local drawing schools* in connection with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

Papers given to Candidates in the Examination for Science and Navigation Certificates, held at South Kensington, Dublin, and Edinburgh, November 1863.

Except where otherwise specified, three hours were allowed for each paper.

GROUP I.—GEOMETRICAL DRAWING.

Subject I.—Practical Plane and Solid Geometry.

Examiner, Professor Bradley.

PLANE GEOMETRY.—1st Paper.

The constructions must be accurate, the principles employed distinctly shown by lines finer than those of the figure required; a few words, if necessary, may be added in explanation. The conditions of the question must be complied with, and no credit will be given for an incompleted construction, or for more than six completed from this paper.

The candidate may draw perpendiculars or right angles by means of a "set square" or protractor, without showing any construction for that purpose.

1. Construct a polygon ABC . . . F from any one of these conditions—(17.)

I. The side AB = 2 inches, The diagonal AD = 4 inches.
" BC = 2·25 " " BD = 3·46 "
" CD = 1·7 " " DF = 3·6 "
" DE = 2·56 "
" EF = 1·67 "
" FA = 1·7 "

II. The side AB = 2 inches. The diagonal AC = 3·6 inches.
" AF = 1·7 " " AD = 4 "
" AE = 3·05 "
The angle BAC = 33°·5
" BAD = 59°·5
" BAE = 119°·5
" BAF = 125°

III. The corners of the polygon are in the circumference of a circle of 2 inches radius, centre O.

The angle AOB = 60° The angle DOE = 80°
" BOC = 70° " EOF = 50°
" COD = 50°

N.B. The candidate is to write down the magnitude of the remaining sides, diagonals, or angles, which are not given; whichever case he may select.

[*Price* 6*d.*]

2. The sides of a triangle are 2·5; 3; 3·75 inches, construct an equilateral triangle equal to it in area. (14.)
3. Construct a triangle equal to the same triangle in area but having one angle 50° and one side 3·3 inches. (10.)
4. Construct a parallelogram equal to the same triangle in area, and also in perimeter. (11.)
5. Construct a triangle from any two of these conditions—
   I. Its sides as 2·5; 3; 3·75 in ratio, and its area 5 square inches. (10.)
   II. Its vertical angle 42° and the containing sides as 3 : 3·75. (8.)
   III. Its vertical angle 42°, its altitude 3 inches, its perimeter 9·25 inches. (14.)
   IV. Its area 5 inches and its sides equal. (12.)

PLANE GEOMETRY.—2ND PAPER.

The constructions must be accurate, the principles employed distinctly shown by lines finer than those of the figure required; a few words, if necessary, may be added in explanation. The conditions of the question must be complied with, and no credit will be given for an incompleted construction, or for more than six completed from this paper.

The candidate may draw perpendiculars or right angles by means of a "set square" or protractor, without showing any construction for that purpose.

1. Divide a line 3·3 inches long into two segments so that the square constructed on the greater may be equal to the rectangle made with the whole line and the less. (6.)
2. Divide the same line so that the rectangle made with the two segments shall be 2 inches in area. (12.)
3. Divide the same line so that the square on the greater segment shall be double in area that on the less. (15.)
4. A line of 1 inch being taken as representing *unity*, determine by construction lines which shall represent—
   I. $\sqrt{2}$; $\sqrt{3}$; $\sqrt{5}$; $\sqrt{7}$. (10.)
   II. $\frac{1}{\sqrt{2}}$; $\frac{1}{\sqrt{3}}$; $\frac{1}{\sqrt{4}}$. (8.)
5. A square of 1 inch side being taken as representing the *unit of area*, determine by construction squares of ·75; 1·25; 2·75; 3 inches in area. (15.)
6. Describe two circles of 1 and 1·5 inches diameter touching each other, and a third of 1·8 inches radius touching both and circumscribing them. (14.)
7. Draw a circle in area equal to the sum of two others of 1 and 2 inches diameter. (6.)
8. Draw an ellipse from either of these conditions. (N.B.—The curve must be drawn in a fine equal line, *not* made up of arcs of circles as is often down.)
   I. The two axes being 5 and 3 inches in length. (10.)
   II. Two conjugate diameters containing an angle of 42° and 5 inches and 3 inches long. (14.)
9. A circle of 1 inch radius rolls round another of twice its radius, but *within* it. Draw the curve described by a point ·7 inch from the centre of the smaller circle. (18.)

SOLID GEOMETRY.—1st Paper.

The constructions must be accurate, the principles employed distinctly shown by lines finer than those of the figure required; a few words, if necessary, may be added in explanation. The conditions of the question must be complied with, and no credit will be given for an incompleted construction, or for more than five completed from this paper. The candidate may draw perpendiculars or right angles by means of a "set square" or protractor, without showing any construction for that purpose.

1. Determine (by their plan and elevation) two indefinite lines at right angles when one is inclined to the paper 18° and the other at 38°. (20.)
2. Represent these lines on the supposition that they are equally inclined to the paper and to the vertical plane on which their elevation is made. (25.)
3. If the *plans* of these lines contain an angle of 54°, at what angle is the one inclined to the paper when the other is inclined at 70°. (15.)
4. Under the same condition what is the inclination when they are equally inclined to the paper. (15.)
5. Represent an indefinite plane inclined to the paper at 60°,—

   I. By means of two horizontal lines lying in it at two inches apart. (10.)

   II. By means of these two lines when one is higher above the paper than the other by two inches. (10.)

   III. By means of the two lines in which it cuts the paper and any vertical plane (that of the elevation): these lines are called for distinction the *traces* of the plane. (12.)

6. Determine an indefinite line inclined at 48° and a plane containing that line inclined at 60°. The two traces of the plane and both plan and elevation of the line to be drawn. (18.)
7. Determine by their traces two planes perpendicular to each other,—

   I. When their common intersection is horizontal, but not at right angles to the vertical plane. (14.)

   II. When their common intersection is inclined at 48° and one of the planes at 60°. (Refer to question 6.) (30.)

8. Determine a third plane perpendicular to both the former under the last stated conditions. (40.)

(The planes of this question are best shown by the plans of two horizontal lines in each at the same levels respectively.)

SOLID GEOMETRY.—2nd Paper.

The constructions must be accurate, the principles employed distinctly shown by lines finer than those of the figure required; a few words, if necessary, may be added in explanation. The conditions of the question must be complied with, and no credit will be given for an incompleted construction, or for more than five completed from this paper. The candidate may draw perpendiculars or right angles by means of a "set

square" or protractor, without showing any construction for that purpose.

1. Draw the plan and an elevation of an isosceles triangle of 3 inches side, the base being 1·85 inches, when one side is horizontal and the base inclined at 60°. (18.)
2. Draw the plan and elevation of a regular pentagon of 1·85 inches side when one diagonal is horizontal and one side inclined at 60°. (20.)
3. A parallelogram, the sides being 1·85 and 3 inches, containing an angle of 72°, is given as the plan of a *square*. Draw that of the circle inscribed in that square. (20).
4. Represent by a plan and elevation an octagonal prism 4·25 inches long, base 1·15 side, when its edges are horizontal, and one face inclined at 33°. (16.)
5. Represent the same prism when the planes containing its axis and two diameters of the base, which are at right angles, are inclined at 50° and 64°. (40.)
6. Determine the true form of the section of this prism made by a plane inclined to its edges 60°, and parallel to a diameter of the base. (20.)
7. Determine by their plans and elevations any four points on the surface of a sphere of 1·5 inches radius and lying on the horizontal plane, provided no three of them lie in a horizontal or vertical plane. (30.)
8. A table 6 feet long, 2·5 feet wide and high, top 2·5 inches thick, legs 4 inches square, braced by horizontal rails 2 inches thick and 4 inches deep, the lower ones 5 inches above the floor, those at the ends 7 inches, the upper as usual immediately under the top. To be drawn in isometric-orthographic projection. Scale $\frac{1}{12}$; the unseen parts to be shown in dotted lines. (30.)
9. Three semi-circular arches of 12 feet span, 16 feet from floor to the springing, the piers 3 feet wide and thick; under each arch an inverted one of 4 feet versed-sine, the chord line being 2 feet below the ground. To be drawn in isometric-orthographic projection. Scale $\frac{1}{48}$. (30.)

(Only one of these subjects to be done by any candidate.)

Perspective Projection.

10. The Table of No. 8 to be drawn in perspective, the plane of (the picture) projection touching one angle of the top, and making an angle of 30° with the longest edges, the distance of the (eye) vertex being 12 feet, and the height 5·5 above the ground. Scale $\frac{1}{12}$. (50.)
11. The three arches of No. 9 to be drawn in perspective, the distance of the (eye) vertex being 30 feet, the plane of (the picture) projection making an angle of 30° with the face of the wall. Scale $\frac{1}{48}$. (40.)
12. The distance of the eye being 6 inches, its height 3 inches above the horizontal plane; show the perspective projection of three circles of 1 inch radius lying in that plane, the centre of one being in the ground line, those of the others being 5 inches from it on opposite sides of that line, and all three in a line of right angles to it. Scale $\frac{1}{4}$. (40.)

(Only one of these subjects to be drawn by any candidate. The conditions of position, &c. being scrupulously observed.)

Subject II.—Mechanical and Machine Drawing.

MECHANICAL AND MACHINE DRAWING.

This paper, with the following directions, was sent to the candidates to be worked by them at home; 6 days were allowed for it.

Directions for Drawings worked at Candidates' Homes.

Fill up carefully the slip attached to the drawing paper sent to you.

Write the number of the questions which you attempt above the solutions.

The number of questions you are permitted to attempt in each section is specified on the paper.

If you require more paper than the sheet sent to you you are at liberty to use it, but your number only (*not your name*) *must be written on it.*

On your drawings you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be addressed—

To the "Secretary," or the "Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on

N.B.—They need not be prepaid.

N.B.—Where no scale is specified it is left to the candidate's judgment, but in every case he must specify the scale he employs. As ample time is allowed the drawings must be carefully finished and the curved surfaces shaded sufficiently to express the forms. No credit will be given for any drawing obviously varying from the conditions of the question.

Nos. I. to IV. of the accompanying sketch refer to a Punching and Shearing Machine, by Caird and Co. The proportions are correct, but some details are left incomplete or intentionally omitted that the candidates may supply the deficiency. The following are the subjects of the drawing he is to make.

1. The elevations I., II., completed in detail. Scale $\frac{1}{12}$. (5.)
2. A *plan* of the machine with the elevation III. completed. (6.)
3. A horizontal section on the line XY, together with the elevations II., III., completed. (8.)

   Only two of these three drawings to be made by one candidate.

4. The bevil wheels at A to a scale sufficiently large to show the true form of the teeth, and the fly wheel in plan showing the radii, together with the main arbor (IV.) to show the excentric journals; to the same scale. (5.)
5. The bevil wheel and pinion C to twice the scale of the sketch, showing the difference in form between the teeth of the two. The wheel to be shown in front and side elevation with a section. (4.)

   Only one of these two drawings to be made by one candidate.

Nos. VI. to IX. of the sketch refer to a Nut Cutting Machine, by Mylne: of this machine the following drawings to be made.

6. A complete plan and the elevations VI., VII. Scale $\frac{1}{4}$. The elevations to be shown in their relative situations. (8.)
7. A complete plan and the elevation VI., with an elevation of the end of the machine opposite to that shown in VII. (9.)

Only one of these two drawings by one candidate.

8. A cross section of the machine taken at pleasure, and a longitudinal section through the axle T. Scale $\frac{1}{4}$. (6.)
9. Detailed drawings to a scale of $\frac{1}{8}$ of— (6.)
   1. The slide rest VIII., with a cross section.
   2. The fast and loose pullies A, in front elevation.
   3. The bearings and brasses at V and T, with details.

Only one of these two drawings by one candidate.

10. An axle-box for a heavy locomotive to be shown by two sections tinted to express the different materials. (5.)
11. A plan and cross section of a 36 feet turn-table, the upper plate with rails, driving gear, etc., shown on one half the plan; the friction wheels, radii, curbs, etc., on the other half, with a detached figure of the central axle, socket collars, etc., to a larger scale. (7.)
12. A plan and elevation of a powerful iron crane for a wharf. (8.)

Only one of these drawings to be made in addition to those before mentioned.

Candidates must understand that the accuracy, finish, and workmanlike execution of the drawings will ensure more credit than number, and any tinting or shading added to improve the appearance must be correct and delicate.

A copy of this sketch may be obtained on application to the Secretary, Science and Art Department, South Kensington, London, W.

MECHANICAL AND MACHINE DRAWING.—2ND PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

The questions of these papers to be answered, either—

1. By pencil drawings, accurate in detail where shown, but chiefly illustrating the *principle* of the mechanism.
2. By pencil sketches made to scale.
3. In writing.

Only five of this paper to be done by any candidate.

1. If a machine is to be constructed from working drawings what would you choose for their subjects? would you employ isometric projection? would you show the teeth of wheels, the threads of screws, &c. (30.)
2. Draw a pinion of 6 leaves to work with a wheel, the pitch circle of which is 2 feet radius; only 4 teeth of this need be shown. (30.)
3. Draw a metal pulley 6 inches radius, in a sheaf with a swivel hook to suspend it from a ring. (30.)

4. Draw a coupling of any usual form, the shafting being 3″ diameter. (30.)
5. Show, by a sketch, some arrangement for reversing the motion of a table (of a planing or printing machine). (60.)
   1. Either by a tumbler, shifting the driving strap to a different drum.
   2. Or by a pinion acting on opposite sides of a rack.
6. Show, by a sketch, some contrivance for producing an alternating motion of a punch, different from that of Caird's machine. (15.)
7. Why are morticed cogs and lanthorn pinions only used in mill work and rarely in machinery? (20.)
8. Show the usual mode of fixing an iron gudgeon at the end of a timber shaft in mill work. (25.)

MECHANICAL AND MACHINE DRAWING.—3RD PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

The questions of these papers to be answered, either—

1. By pencil drawings, accurate in detail where shown, but chiefly illustrating the *principle* of the mechanism.
2. By pencil sketches made to scale.
3. In writing.

Only five of this paper to be done by any candidate.

1. Explain briefly the principle of one or two of the following steam engines,— (30.)
   1. Penn's marine trunk engine.
   2. Penn's oscillating marine engine.
   3. A traction engine for common roads.
   4. A non-condensing engine for driving machinery.
2. Draw, in outline only, the grasshopper parallel motion. (10.)
3. Draw the section of two bevil wheels, changing the velocity from 3 : 5 through an angle of 110°. (20.)
4. Explain the difference of the cross-sections of framework used in London and Manchester, &c., and state the reasons for it. (10.)
5. Show, by a sketch, the principle of the chuck employed for turning ellipses or ovals in a lathe. (25.)
6. Draw the arrangement for maintaining the action of the main-spring on the fuzee of a chronometer while it is being wound up. (40.)
7. Show, by a sketch, how the tooth of the escape-wheel of a large turret clock is prevented from falling suddenly on the pallet with all the force derived from the heavy clock weight. (30.)
8. Show, by a sketch, how Mr. Whitworth diminishes the friction which would be caused by a screw acting in a nut to drive a table to which the nut is attached. (30.)
9. Draw the joint by which one rod is connected with the middle of another, as for example in a governor. (25.)

Subject III.—Building Construction.

BUILDING CONSTRUCTION.

This paper, with the following directions, was sent to the candidates to be worked by them at home; 6 days were allowed for it.

Directions for Drawings worked at Candidates' Homes.

Fill up carefully the slip attached to the drawing paper sent to you.

Write the number of the questions which you attempt above the solutions.

The number of questions you are permitted to attempt in each section is specified on the paper.

If you require more paper than the sheet sent to you you are at liberty to use it, but your number only (*not your name*) *must be written on it.*

On your drawings you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be addressed—

To the "Secretary," or the "Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on

N.B.—They need not be prepaid.

A plan, elevation, and section of a Guard House are given, drawn to scale and figured, but unfinished. The candidate is to make drawings of it finished and tinted to express the materials.

1. The plan, elevation, and section. Scale $\frac{1}{72}$. (5.)
2. The plan, elevation, and a longitudinal section on the line XY. Scale $\frac{1}{72}$. (6.)
3. A plan and section of the timbers of the floor and of the roof. Scale $\frac{1}{60}$. (70.)
4. A section through the front wall and porch to show the sashes, cills, wall-plates, gutters, &c., and the mouldings of the cornices. Scale $\frac{1}{48}$. (4.)
5. A detached plan and two sections of the staircase, with detailed drawings of the sashes, door, couches, as a working drawing. Scale $\frac{1}{48}$. (5.)

   No candidate to make more than three drawings from these subjects, each drawing to comply with the conditions of the question as to scale and subjects; if he only make one it must be either No. 1 or 2.

A railroad for a single line is to be carried over a deep but narrow valley on piers 25 feet apart and 15 feet by 7 feet at their base diminished to 9 feet by 4 feet at the springing; from the bottom to level of rails to be about 70 feet.

6. A plan and elevation of three piers and two arches, with a cross section through the crown of one. (N.B.—The arch is not to be brick.) Scale not less than $\frac{1}{120}$. (5.)
7. In addition to the former three horizontal sections of the highest pier, at different levels to show its construction, either of stone with internal spaces filled in with brick or rubble; or of brick with bonding courses of stone, or such construction as the candidate may deem expedient. (7.)

8. Detached figures of the truss to explain its construction, either of timber or iron, as the candidate may prefer, but the whole construction of the viaduct to be consistent. Scale $\frac{1}{60}$. In any case figures of the springing plate, shoes straps, ties, stirrups, to be shown in detail to a scale of $\frac{1}{10}$. (10.)

   If the candidate make only one drawing from this subject it must be No. 6, but he may add upon it any figures he may choose from 7 and 8.

A copy of this drawing can be obtained on application to the Secretary, Science and Art Department, South Kensington, London, W.

BUILDING CONSTRUCTION.—2ND PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

Questions to be answered in writing, and subjects for outline drawings in pencil by the candidates for certificates in Building Construction.

N.B.—No candidate to answer more than two questions in writing, nor to make more than three drawings or sketches in illustration of, or in addition to, those answers from this paper.

1. Show six or eight bricks in each course of an arch 30 feet span, 10 feet rise, and 2 feet 3 inches thick. (20.)
2. State the advantages and disadvantages of adopting the arrangement of the bricks in such an arch. (15.)
3. Show, by a plan of two or more courses, the construction of a wall 4 feet thick to be built of brick with bonding stones. (30.)
4. State why stone ashlar backed with brickwork is objectionable, and how you would remedy the defect if stone facing was necessary. (15.)
5. Show the cross section of a beam, the area of which is 44 inches.
   1. If the length is 20 feet. 2. If the length is 30 feet. (20.)
6. Draw in plan and section a portion of the flooring of a room 30 feet broad,—
   1. If timber alone is employed. (100.)
   2. If rolled iron girders and timber binding and bridging joists are used. (110.)
   3. If rolled iron girders with brick arches of 3 feet span and 6 inches rise may be employed. (80.)
7. What is the limit to which the number of joists may be increased, and their area of section diminished without risking the rigidity of the floor, since by so doing the total thickness of the floor may be diminished; thus, for example, for a room 18 feet broad, might joists 6 inches deep and 2 inches wide be used if the space between them were only 6 inches, and they were properly strutted? (30.)

BUILDING CONSTRUCTION.—3RD PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

Only two questions in writing and three drawings in pencil to be made from this paper.

1. Show one truss for a roof of 60 feet span either— (120.)
   1. Of timber only.
   2. Of wrought-iron rods and beams.
2. Draw the mode of dovetailing two mahogany boards 1 inch thick, particularly the bottom dovetail. (25.)
3. In the houses "run up" near great towns, the bricks are laid dusty and dry in mortar mixed up with "road scrapings," and left to stand 30 hours before it is used, and thin iron hooping is worked into the walls of a brick and a half to assist the bond. How long is such a house likely to last? and what should be the construction to last 100 years? (20.)
4. How would you bind together the stones of a breakwater pier or lighthouse exposed to very heavy seas? (20.)
5. Which would you prefer for covering a roof? (20.)
   1. Zinc or lead laid on felt on boards.
   2. Slates on battens.
6. Give the plan, or horizontal section of the sash frame and sashes of a window 7 feet broad and 12 high in a wall 2½ bricks thick, showing the boxings for shutters, &c., &c. (100.)
7. Draw a swing gate for the entrance of a park; the gate to be 12 feet wide, 4 feet high, and show the hinges and their fixing into stone blocks in a brick wall, and the catch to retain the gate closed. (80.)

GROUP II.—MECHANICAL PHYSICS.

Subject I.—THEORETICAL MECHANICS.

Examiner, Rev. B. M. COWIE, B.D.

THEORETICAL MECHANICS.—1ST PAPER.

You are not to answer more than eight questions. You may take them from any part of the paper. The number of marks assigned to a correct answer to any question is given between brackets. ( )

1. If three forces acting on a point are represented in magnitude and direction by the sides of a triangle, taken in order, they will keep it at rest. Prove this. Why must the words, "taken in order," be included in the enunciation? (12.)
2. Why does a large wheel pass more easily over a given obstacle than a small one? Give a full answer. (12.)
3. How does a barrow assist a man in carrying a load? Give a full account of the mechanical action. When the barrow is empty and the handles are considerably raised it seems to go on of itself. How is this? (12.)
4. A cube rests upon a sphere; what is the limit of the ratio of the side of the cube to the radius of the sphere that the equilibrium may be stable? (12.)
5. Find the centre of gravity of a solid in the shape of a T-square. (12.)

6. Define *force, momentum, accelerating force.* Show that the space described from rest by a body acted on by a constant accelerating force is as the square of the time of describing it. (16.)
7. A body P drags another Q by means of a string passing over a fixed pulley, both the weights hanging vertically: after t'' from the beginning of the motion, P is suddenly increased to $P+p$. What will be the space described in the next second? (16.)
8. An elastic body is thrown from a given point in a given direction with a given velocity—it meets a plane passing through the point of projection which has a given inclination to the horizon—find the range after the first rebound. (16.)
9. Show that the time of oscillation in a pendulum varies as the square root of the length. What is the centre of oscillation? (16.)
10. Prove that the centrifugal force of a body revolving round a centre is as the square of the velocity divided by the radius. (16.)
11. Define radius of gyration. Where must a ball hit a bat so that there may be no jar on the hand which holds the bat at its extremity? (12.)
12. Two masses A, B, moving in opposite directions with velocities V, V^1, meet directly. Their common elasticity being $\frac{1}{3}$, find the motion of each after impact. (12.)

THEORETICAL MECHANICS.—2ND PAPER.

You are not to answer more than eight questions. You may take them from any part of the paper. The number of marks assigned to a correct answer to any question is given between brackets. ( )

1. Explain the "principle of virtual velocities." Show that it is true in the case of one weight supporting another on an inclined plane by means of a string passing over a pulley at the vertex. (12.)
2. Show that the surface of a fluid at rest, acted on by gravity, must be horizontal. (12.)
3. Find the whole pressure on the interior surface of a cubical box filled with fluid. (12.)
4. What is the "hydrostatic paradox?" how is it applied in the Bramah press? Calculate the amount of pressure produced when the diameter of the piston of the pump and the area of the water-tight collar of the press are given. (14.)
5. A solid of cylindrical form is placed first in a fluid (A), and the depth to which it sinks is noted; on moving it into another fluid (B) it sinks (a) inches. Given the weight and dimensions of the solid; find the ratio of the specific gravities of the two fluids. (12.)
6. When a tube of uniform bore is full of a fluid running through it with a given velocity, what is the relation between pressure and velocity at any point? (12.)
7. Find a formula for calculating altitude by observations of the barometer. (12.)
8. How would you show the fact that the atmosphere presses with a force of 14 lbs. to the square inch? (16.)
9. Show how to find the position of the metacentre of a floating body. (20.)
10. What laws have been observed to hold in the case of wind storms on the earth's surface? How far do they agree with theory? (16.)

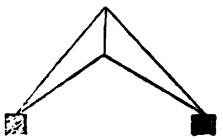
11. What is the law of velocity of the stream in rivers? How can it be tested by observation? (16.)
12. Find the velocity with which a bubble of air would rise from the bottom of a vessel to the top, explaining all the circumstances of its motion. (20.)

Subject II.—Applied Mechanics.

APPLIED MECHANICS.—1st Paper.

You are not to answer more than eight questions. You may choose them from any part of the paper. The marks assigned to the correct answer to any question are given thus—( ).

1. Give instances of contrivance by which uniform reciprocating rectilinear motion may be converted into (1) continuous, (2) reciprocating circular motion. (12.)
2. What is an epicyclic train? Give examples. (12.)
3. Describe the action of the Cornish pumping engine, and the method of regulating the frequency of the stroke. (12.)
4. Give examples in machinery of the communication of motion by rolling contact; the velocity being *variable*. (12.)
5. Show that the ellipse and logarithmic spiral are rolling curves. (12.)
6. The motion of a boring instrument consists of quick rotation combined with slow advance in the direction of the axis. By what contrivances is this obtained from a shaft revolving uniformly? (16.)
7. Find the elongation of a bar suspended vertically and sustaining a given strain in the direction of its length, the influence of its own weight being taken into account. (16.)
8. How is the deflexion of a beam loaded uniformly throughout its length, and supported by two struts at its extremities, to be calculated? (16.)
9. In a King-post roof, loaded with a given weight, show how to calculate the tension of the tie. (16.)
10. How is the tension of the tie affected when a vertical iron strap is used as in this diagram. (16.)



11. Sketch a lattice girder, and explain the principle of its rigidity. (16.)
12. Explain the construction and action of the dead-beat escapement. (16.)

APPLIED MECHANICS.—2nd Paper.

You are not to answer more than eight questions. You may select them from any part of the paper. The marks assigned to a correct answer to any question are indicated thus—( ).

1. Explain the construction and action of a reaping machine. (16.)
2. Describe the machinery of a musical box, showing how it is provided that (1) the tunes shall all be played successively, (2) the same tune shall be repeated. (16.)

Explain the contrivance by which a watch is made to strike at any time, and as often as may be wished, the *last* hour indicated on the dial plate. (16.)

4. Describe the construction of a locomotive engine. What is the advantage of coupling the wheels? (16.)
5. Explain the construction of a suspension bridge. Where is the tension of the chains greatest? (16.)
6. Describe the whole process of making bar iron from the ore? (12.)
7. Sketch and explain the action of the gasometer? (12.)
8. Explain generally the action of the hydraulic ram, and particularly that of the air chamber in this machine? (16.)
9. What is meant by constructing ships on the wave principle? (16.)
10. What is the principle of the pressure gauge? Show how to estimate the effect of the pressure of a small quantity of air in the vacuum of the mercury gauge. (16.)
11. A body (A) which weighs 80 ounces in vacuo, has attached to it a body (B) which weighs 60 ounces in vacuo, and 50 ounces in water; the whole is then sunk in water, and weighs 35 ounces; find the specific gravities of the bodies (A) and (B). (12.)
12. Describe the machinery of a steam printing press, as it is in use for printing newspapers. (20.)

GROUP III.—EXPERIMENTAL PHYSICS.

Subject I.—Acoustics, Light, and Heat.

Examiner, Professor Tyndall, F.R.S.

ACOUSTICS, LIGHT, AND HEAT.

(The candidate is to confine himself to nine of these questions.)

1. What is the property which determines the velocity of sound through any medium? on what does the intensity of sound depend? How are both velocity and intensity affected when we ascend from the sea-level to a great height in the atmosphere? (9.)
2. How would you explain to a boy the action of a common flute; the use of the holes,—of that to which the lips are applied as well as those which are covered by the fingers,—and the precise state of the air within the flute when any particular fundamental note is sounded? (11.)
3. Two candles with flames of different brightness are placed in front of a white wall or screen, and an upright rod is held at an equal distance from both candles, will the shadows of the rod cast upon the screen be of the same depth? if not how would you make them so? and how would you determine from your experiment, and express in numbers, the relative brightness of the two flames? (11.)
4. A stick 6 feet long is set upright in water, the length of the stick above the surface of the water being exactly 3 feet; but to the eye the length of the stick under the water appears decidedly less than 3 feet. How would you explain to a boy that this must necessarily be the case, or, in other words, that water looked into vertically must appear shallower than it really is? (12.)

5. You look at the sun through a certain glass, and it appears of a pure green; looked at through another glass it appears of a pure red. How are such changes of colour possible to the sun? What will be the effect if you look through both the green and the red glasses together? Suppose both glasses pounded to a fine powder, what would be the colour of that powder? Please to give the reasons for your answer. (12.)
6. Standing on the sandy beach of Normandy, I saw a high and distant rock with its inverted image underneath, as if the rock had been surrounded by calm water from which the image was reflected; the rock, however, was surrounded at the time by level sand, heated by the sun. How was the image formed? (12.)
7. Dry transparent ice when pounded appears like snow; transparent rock salt when pounded appears like common table salt; transparent glass when pounded produces a white powder. All these powders are practically opaque. How is it possible for a transparent substance thus to change its nature? I have recently observed that certain alcoholic liquids have the power of rendering opaque white letter paper almost perfectly transparent: explain the effect. (12.)
8. Give a drawing of the human eye and name its various parts. Explain the use of spectacles as applied to long sight and short sight respectively. (11.)
9. Explain, and clearly illustrate, the formation of the primary and secondary rainbows. (I shall require great clearness in the answer to this question, so that if not quite master of the subject it would be better for the candidate not to attempt it, a good answer, however, will obtain a high number.)
10. A bombshell is accurately filled with water at a temperature of 50° Fahr.; the shell is closed by a rigid plug and exposed to a freezing temperature: it finally bursts. Explain the entire series of changes which the water has passed through from the time of its introduction into the shell till the time of rupture. At the time of rupture what change as to temperature occurred in the mass within the shell? (12.)
11. When the windows of a room are opened in which many people have assembled and many lights burning on a cold night, a dimness is seen to pervade the atmosphere of the room. Whence does this arise? Explain the formation of snow from its origin to its end. (11.)
12. A sheet of metal placed upon a sloping surface will gradually creep down it, not by sliding, but in consequence of changes of temperature. How do you suppose these changes to act? (10.)
13. A porous earthenware vessel intended to hold water for drinking is now before me, and I notice a kind of dewiness on its external surface. It was filled an hour ago, and at the same time a second unporous vessel was filled with the same water. The water in the two vessels is not now at the same temperature; state the reason, and explain in connexion with it why the blood of an individual at the equator is scarcely sensibly hotter than that of an individual in the polar regions. (11.)
14. If you cover a polished silver teapot closely with flannel the hot liquid will cool more rapidly than when the pot is naked. If, however, you surround the teapot with a loosely fitting bag of the same material the cooling is retarded:—explain all this. (12.)
15. What is meant by the mechanical equivalent of heat, and how has this equivalent been determined? (14.)

Subject II.—MAGNETISM AND ELECTRICITY.
Examiner, Professor TYNDALL, F.R.S.

MAGNETISM AND ELECTRICITY.

(The candidate is to confine himself to nine of these questions.)

1. Give one or two good illustrations of the phenomena to which the term *magnetic induction* is applied, and add an explanation of the phenomena. (8.)
2. Describe the inductive action of the earth upon a bar of soft iron, stating the best position in which to hold the bar, the manner in which it is magnetised, and the means you would adopt to render the magnetism permanent. (10.)
3. A horse-shoe magnet is laid flat upon a table, and a sheet of paper is placed upon it, and over the paper iron filings are scattered; show by a sketch the manner in which they will arrange themselves, and give an explanation of the phenomenon. (14.)
4. What is the origin of the terms *resinous* and *vitreous* as applied to electricity? show the impropriety of these terms. You cannot obtain electricity by friction on the surface of a metal as you can on the surface of a resinous or vitreous body: why? (10.)
5. You are furnished with two sticks of sealing wax, two bits of glass tubing, a bit of flannel, and a bit of silk: explain to me how you would by these means demonstrate the fundamental laws of electric attraction and repulsion. (10.)
6. I wish you to devise and describe some extremely simple way of illustrating and explaining the action of the Leyden jar, without making use of the jar itself. (12.)
7. Give a theory of thunder and lightning, and explain the action of a lightning conductor on an electrified cloud. (11.)
8. Why is it that trees and walls are shivered and animals killed by a lightning discharge, when metal railings and bronze statues of men and animals are quite unharmed by it? State what you know regarding the law which rules the development of heat by electricity. (11.)
9. Show by a sketch the manner in which you would illustrate the phenomenon of the *return shock* upon a dead frog. (13.)
10. Describe an electric machine; and explain the use of the points which are usually attached to the prime conductor. (10.)
11. Describe some very simple experimental arrangement by which you can obtain a voltaic current: what proof can you adduce of the existence of the current after you have obtained it? (8.)
12. How would you experimentally illustrate the decomposition of water by an electric current? show by a sketch the places at which the components of the water would be liberated. (10.)
13. A tangent compass and a cell in which water may be decomposed are introduced into the circuit of a voltaic battery: how is the action of the current on the needle of the compass related to the chemical action in the decomposing cell? (13.)
14. Describe some arrangement by which a long spiral through which an electric current flows may be suspended horizontally, so that it may move freely in the plane of the horizon. Describe the action of the earth upon such a spiral. (14.)
15. By the introduction of a steel magnet into a coil of copper wire I obtain an electric current: describe the character of this current, and state its direction with reference to the end of the magnet introduced into the coil. (14.)

GROUP IV.—CHEMISTRY.

Subject I.—Inorganic Chemistry.

Examiner, Professor Hofmann, LL.D., F.R.S.

INORGANIC CHEMISTRY.

The figures in brackets indicate the number of marks attached to each question.

You are not permitted to answer more than six of the following questions.

1. A mineral has been found to contain in 100 parts—

Sodium - - - -	32·79
Aluminium - - -	13·02
Fluorine - - - -	54·19
	100·00

What is the formula of the mineral?

The following equivalents to be used:—

Sodium - - - -	23
Aluminium - - - -	13·7
Fluorine - - - -	19

Give such numerical details as will show the mode of calculation. (12.)

2. 1 litre of hydrogen at 0° C. and 0·760 metres pressure weighs 0·0896 grammes. The equivalent of hydrogen being 1, that of nitrogen is 14. What is the weight of 100 litres ammonia at 0° C. and 0·760 metres pressure?

Give such numerical details as will show the mode of calculation. (12.)

3. V volumes of sulphuretted hydrogen measured at 120° centigrade are submitted to combustion. State how many volumes of oxygen measured at 120° C. are required, and how many volumes of steam and sulphurous acid gas, both likewise measured at 120°, are produced. (12.)
4. Describe the composition, the preparation, and the industrial applications of hyposulphite of sodium. (12.)
5. What is meant by the term *hardness* when applied to water? Distinguish the different kinds of hardness and describe a practical method of determining the degree of hardness. (12.)
6. State the more frequently occurring compounds which are insoluble in water and in acids. Describe the process of rendering them soluble for the purposes of analysis. (12.)
7. Describe a process by which the composition of hydrochloric acid by volume may be experimentally demonstrated. (9.)
8. Give a method for determining the quantity of sulphur in coal. (9.)
9. How is nitrous oxide prepared? Represent the process by an equation. (9.)
10. 100 parts of peroxide of manganese contain 36·78 parts of oxygen. How many parts of oxygen may be obtained from the peroxide by the action of heat alone, and how many by the action of sulphuric acid? (9.)
11. Explain the difference between a mechanical mixture and a chemical compound. (9.)
12. How is fluorine detected in the presence of silicates? (9.)

PRACTICAL EXAMINATION IN ANALYSIS.

The figures in brackets indicate the number of marks attached to each analysis.

1. Qualitative analysis of complex mixtures. (28.)
2. Qualitative analysis of a mixture consisting of two acids and two bases. (20.)

State the method of examination in detail and tabulate the results of the analysis at the bottom of the page.

Substances found.

Bases.	Acids.	Traces.

Subject II.—ORGANIC CHEMISTRY.

ORGANIC CHEMISTRY.

The figures in brackets indicate the number of marks attached to each question.

You are not permitted to answer more than six of the following questions.

1. An ammonia has been found to have the formula C_2H_7N, which represents the composition of ethylamine and of dimethylamine. Describe a process by which the two compounds may be distinguished. H=1. C=12. N=14. (18.)
2. 1 vol. of marsh gas is converted by the action of chlorine into tetrachloride of carbon. How many volumes of chlorine are required for this purpose, and how many volumes of hydrochloric acid are produced? (17.)
3. Describe the relation in which alcohols, ethers, simple and mixed, anhydrides, simple and mixed, acids and compound ethers, stand to water. Illustrate each of these groups by a formula. (17.)
4. 0·500 grammes of an organic acid consisting of carbon, hydrogen, and oxygen has been found to yield on combustion—

   1·0000 gramme of carbonic acid.
   and 0·4081 „ of water.

   0·500 grammes of the silver-salt of the same acid when submitted to the action of hydrochloric acid furnished 0·3680 gramme of chloride of silver.

   State the per-centage composition and the formula of the acid. Give such numerical details as will show the mode of calculation.

   H=1. C=12. O=16. Ag.=108.
   Cl=35·5. (16.)

Describe the deportment of the alkaline ferrocyanides and ferricyanides with ferrous and ferric salts, and represent the reactions in equations. (16.)

6. Mention some monamides, diamides, and triamides: describe the processes by which they are obtained, and represent the reactions in equations. (16.)
7. How is ethylic alcohol converted into propionic acid? (12.)
8. What is the action of nitrous acid upon amines and amides. Represent the change in the case of acetamide and aniline by equations?

H=1. N=14. C=12. O=16. (12.)

9. Give a process for the preparation of iodide of ethyl. (12.)
10. Describe the preparation of urea from ferrocyanide of potassium. (12.)
11. What is the action of chlorine upon ferrocyanide of potassium? Represent the change by an equation. (12.)
12. How is marsh gas prepared? (12.)

GROUP V.—GEOLOGY AND MINERALOGY.

Subject I.—Geology.

Examiner, Professor A. C. Ramsay, F.R.S.

GEOLOGY.—1st Paper.

1. What is the general chemical composition of quartz, common feldspar, and hornblende? (10.)
2. Name five elementary substances (not gaseous), that enter most largely into the composition of the minerals that form the earth's crust. (10.)
3. The waste and degradation of land above the sea level is continual: by what process, therefore, is the balance between sea and land kept up? (7.)
4. What are the chief agents that promote the degradation of rocks? (8.)
5. What are the chief agents by which stratified rocks are and have been formed? (10.)
6. Describe the mode of occurrence of granite among stratified rocks, and explain its origin. (12.)
7. State one or more of the reasons of the outflow of springs of water at the surface of the earth? (8.)
8. Name some of the mineral substances that are most commonly found in solution in what is generally called freshwater. (8.)
9. What do you consider to be the cause of volcanic eruptions? (8.)
10. What is the difference between Plutonic and Volcanic rocks? (12.)
11. What is the origin of gneiss? (12.)
12. Explain by diagram two cases, one with and one without a fault, where, in sinking a shaft, it would be possible to pass twice through the same bed: in one of the cases the beds being altogether horizontal. (14.)
13. State one or more of the leading great characteristic differences between the fossils of the Palæozoic and those of the Mesozoic or Secondary period. (10.)

Only eight questions are to be answered.

GEOLOGY.—2ND PAPER.

Draw up a column showing all the sub-divisions of strata you know, from the beginning of the Miocene formations to the most recent ones. (14.)

Some fossils, or state any other points characteristic of each or of the divisions of the above. (12.)

Division of the Triasic or New Red series does rock-salt (5.)

Nations in which the chief building stones occur in lands, and state any of the characters or qualities of (14.)

the geological formations of the following ite, Rhynchonella, Ostrea, Aviculo-pecten, Amactyle. (12.)

places in the British islands where Carboniferous e directly on Silurian strata. (8.)

are the characteristic distinctions between the Oolitic rocks of Yorkshire and those of the middle and south of England? (12.)

8. Name some marine fossils by which you would easily distinguish Silurian and Carboniferous strata from each other. (6.)
9. Does the New Red sandstone generally rest conformably or unconformably on the under-lying rocks of the British islands? (5.)
10. What is the cause of unconformity in stratification between an under-lying and an over-lying Formation? (12.)
11. In how many different states does carbon occur in the British formations, either pure or in combination? (12.)
12. Mention several cases in which coal has been sunk for and found under over-lying unconformable Formations. (5.)
13. In what rocks are graptolites found? and name some of the chief genera. (12.)
14. Name the earliest known genus of Brachiopoda, and state its range in Time. (5.)

Only eight questions are to be answered.

Subject II.—MINERALOGY.

Examiner, W. W. SMYTH, M.A., F.R.S.

MINERALOGY.—1ST PAPER.

NOTE.—You are permitted to answer eight only out of the following numbered questions, for each of which ten marks is the maximum.

1. Mention the more or less regular forms which are assumed by sundry compounds, not true minerals, and which are apt to be mistaken for the results of crystallization.
2. Give drawings of a di-tetragonal prism of the pyramidal system, and of the pyramid whence it is derived.
3. Explain what is meant by hemihedral forms, and give examples from the cubical and hexagonal systems respectively.
4. Describe the various classes of *lustre* of minerals, and give examples of each.

5. State the places and circumstances in which the diamond is found.
6. What is the derivation of the name sal ammoniac, and to what substance was it formerly, and is it now applied?
7. Give the physical and chemical characters of the following minerals:—glauberite, apophyllite, mendipite.
8. Describe exactly the different kinds of felspar occurring in varieties of granite.
9. State the names and per-centage in metal of the most important ores of copper.
10. Give three examples of pseudomorphous minerals in which *all* the elements have been changed, and mention their place of occurrence.
11. Name some of the more remarkable instances of distinct minerals frequently found enclosed in certain others.
12. Describe the physical character, composition, and localities of mimetesite, celestine, and brookite.

Note.—The following to be attempted by all candidates:—

Refer to its proper system and describe each of the ten models of crystals placed before you. (20.)

MINERALOGY.—2ND. PAPER.

NOTE.—You are permitted to answer eight only out of the following numbered questions, for each of which ten marks is the maximum.

1. Enumerate the chief kinds of *aggregation* of particles observed in mineral substances.
2. Give drawings of three crystalline forms of the rhombic system, illustrating the independence in length of the three rectangular axes.
3. Sketch with free-hand the seven holohedral forms of the cubical system.
4. Mention the minerals which exhibit magnetic properties, and place them in the order of the relative effect which they produce on the magnetic needle.
5. Draw up the outline of some approved system of classification of minerals.
6. Describe the physical and chemical character of the ores of titanium.
7. State the name and character of the most notable varieties of the species calcite or rhombohedral carbonate of lime.
8. Describe the character and applications of "cubic" nitre or nitrate of soda.
9. Give the physical and chemical character of the following minerals: wollastonite, chabazite, chlorite.
10. Describe, exactly, the difference of the minerals composing different varieties of greenstone and basalt.
11. State clearly the difference in character between what are called argentiferous ores, such as galena, and true ores of silver.
12. Describe the physical character, composition, and localities of goethite, childrenite, and cobalt-bloom.

Note.—The following to be attempted by all candidates:—

Name the ten numbered mineral specimens placed before you, stating the means of their identification. (20.)

GROUP VI.—ANIMAL PHYSIOLOGY AND ZOOLOGY.

Subject I.—Animal Physiology.

Examiner, Professor Huxley, F.R.S.

ANIMAL PHYSIOLOGY.—1st Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. Describe the structure of the heart and explain the uses of its parts.
2. What is the nature of the process called the coagulation of the blood?
3. By what arguments may the fact that the blood circulates be demonstrated?
4. What is the saliva, where is it secreted, and of what use is it?
5. What is the gastric juice, where is it secreted, and of what use is it?
6. What is the structure and what are the most remarkable properties of muscle?
7. What is the structure and what are the most remarkable properties of nervous tissue?
8. What is the structure of bone? How are bones formed and how do they grow?
9. Of what use are the parts termed cornea, lens, iris, choroid coat, in the eye? How is the eye moved?

ANIMAL PHYSIOLOGY.—2nd Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What are the roots of the spinal nerves? Why is one termed motor and the other sensory; and what is a reflex action?
2. Describe the structure and uses of the skin.
3. How much air is taken in and expelled at each respiratory act? How does the air expired differ from that inspired; and by what mechanism is the air taken in and expelled?
4. What is the structure of a tooth? How are the teeth formed?
5. What is the structure of the nails? How do they grow?
6. What tissues are devoid of blood vessels, or extra-vascular, and how are they nourished?
7. Describe the structure of any moveable joint.
8. Where are the lachrymal glands situated; what do they secrete, and how is their secretion conveyed away under ordinary circumstances?
9. What is the structure of the olfactory organ, and by what nerve is it supplied.

Subject II.—Zoology.

ZOOLOGY.—1st Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. Why are certain animals termed "vertebrated"? What are the classes of the *Vertebrata;* and how are they distinguished from one another?
2. To what class and order does the honey bee belong? Describe the population of a bee-hive, and state what part is played by the bee in the fabrication of honey and wax respectively.
3. To what class and order does the lobster belong? where are the eyes, ears, and breathing organ of the lobster?
4. To what class and order does the snail belong? where are the eyes, ears, and breathing apparatus of the snail?
5. To what class and order does the oyster belong? what sort of heart and respiratory apparatus has this animal? and why does its shell open when it is dead?
6. Where is the red coral of commerce obtained? and by what animal is it formed?
7. To what division of the animal kingdom does the *Hydra*, or fresh water polype, belong; what remarkable experiments have been performed upon this animal?
8. What are the *Infusoria*? Give a brief account of the structure and habits of any member of this group.

   What are the chief differences between the apes of the old world and those of the new world?

ZOOLOGY.—2nd Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What are the chief distinctive characters of the *Ruminantia?*
2. What animals belong to the order *Chelonia*, and what are their most remarkable characteristics?
3. Enumerate the orders of birds and give the characters of the order *Raptores.*
4. The inside of the shell of a mussel or a cockle exhibits certain markings: what structures give rise to these markings?
5. What is the so-called cuttle bone? Give an account of the animal which produces it.
6. What is the nature of the shell called the paper nautilus? Give an account of the animal which produces it.
7. To what class and order does the sturgeon belong? Give an account of the natural history of that fish.
8. To what class and order does the common frog belong? What metamorphosis does its young undergo?
9. How does a viper differ from a harmless common snake?

GROUP VII.—BOTANY.

Subject I.—Vegetable Physiology and Economic Botany.

Examiner, Dr. Lankester, F.R.S.

VEGETABLE PHYSIOLOGY.—1st Paper.

No candidate is to attempt more than six questions.

1. What are the properties of the four organic elements, carbon, hydrogen, oxygen, and nitrogen; and in what compounds of plants are they found? (50.)
2. What is the nature and chemical composition of the "ashes" of plants? (50.)
3. What is the nature of starch, the forms it assumes, and the parts of plants in which it is found? (25.)
4. Describe the nature and origin of cells in plants? (50.)
5. Describe the nature of woody and vascular tissue, the forms they assume, and the parts and kinds of plants in which they are found. (75.)
6. What is the structure of the stem of exogenous plants and the varieties it assumes. (50.)
7. Give an account of the structure and forms of the leaves of plants. (30.)
8. Give an account of the nature of the functions of absorption and exhalation. (60.)
9. Describe the structure of the ovule and the seed, and the nature of the functions they perform in plants. (60.)
10. Describe the structure of the anther, and the nature of the functions performed by this organ. (50.)
11. Describe the principal forms assumed by the corolla of exogenous plants. (40.)
12. Give an account of the reproductive organs of ferns and mosses, and the mode in which impregnation is effected in each. (60.)

ECONOMIC BOTANY.—2nd Paper.

No candidate to attempt more than questions.

1. Describe the mode of obtaining kelp and barilla, and the chemical nature of the substances obtained from them. (50.)
2. What are the nature and properties of the cotton of commerce, and the species of plants which yield it? (50.)
3. What plants yield linen fibres, and how are they prepared for the various manufactures in which they are used? (50.)
4. What plants yield indigo, and what are its chemical properties and uses in the arts? (50.)
5. What are the sources of citric, tartaric, malic, and acetic acids, and for what purposes are they used in the arts? (50.)
6. What are the sources of starch, and how is it prepared for commercial purposes? (50.)
7. What are the countries in which barley is cultivated, how is it converted into malt, and for what other purposes is it used? (40.)
8. What is the nature of gall-nuts, from whence are they obtained, and to what uses are they applied in the arts? (30.)
9. How is vegetable charcoal obtained, and for what uses is it employed in the arts? (30.)

10. What are the sources and uses of the vegetable fixed oils? (40.)
11. What are the source and chemical nature of hydrocyanic acid, morphia, oil of bitter almonds, essence of bergamot, and attar of roses? (40.)
12. Name the specimens, and state their uses and the plants they come from, in the boxes marked 1—12. (120.)

(This question must be attempted.)

Subject II.—Systematic Botany.

SYSTEMATIC BOTANY.—1st Paper.

(Theoretical Part.)

No candidate to attempt more than six questions.

1. What are the distinctions of the microscopic orders Desmidiaceæ and Diatomaceæ? (50.)
2. What are the distinguishing features of the order of Fungi? (40.)
3. How are the orders of Endogenous plants subdivided, and what are the principal features of the groups into which they are divided? (50.)
4. What is the structure and properties of the order Amaryllidaceæ? (40.)
5. What are the distinguishing characters of the orders Urticaceæ, Corylaceæ, and Chenopodiaceæ? (50.)
6. To what division of the class of Exogens do Primulaceæ and Rhamnaceæ belong, and what are their differences and resemblances? (80.)
7. Describe the structure of the order Lobeliaceæ, and give an account of its relations to Campanulaceæ and Compositæ. (50.)
8. Give a botanical description of the common chickweed (*Stellaria media*). (40.)
9. Give a botanical description of the woody nightshade (*Solanum dulcamara*). (40.)
10. What are the distinctions that exist between Lamiaceæ, Scrophulariaceæ, Solanaceæ, and Boraginaceæ. (60.)
11. Describe the structure of the order Ranunculaceæ, and give an account of the exceptional genera of this order. (50.)
12. What are the distinctive characters of the principal genera of British plants belonging to the order Rosaceæ? (60.)

SYSTEMATIC BOTANY.—2nd Paper.

(Practical Part.)

(The student is permitted to refer to books in this part of the examination, and the whole of the questions must be attempted.)

1. To what natural order do the plants marked 1 to 10 belong? (100.)
2. What are the species, genera, and natural order of the plants marked I to X? (100.)
3. Give a botanical description of any one of the plants marked A, B, C. (50.)
4. What is the structure, natural order, and affinities of the fossil plants marked A, B, C, D, E, F? (50.)

GROUP VIII.—MINING AND METALLURGY.

Subject I.—Mining.

Examiner, W. W. Smyth, M.A., F.R.S.

MINING.—1st Paper.

Note.—You are permitted to answer eight *only* of the following questions.

1. Give a drawing and account of the various parts of an 8-inch bucket for mining pumps. (12.)
2. Give a description, with sketches, of the various kinds of clack in use for large pumps, stating the materials of which the parts are made. (12.)
3. Describe a shaft-tubbing of cast iron, with the dimensions suitable to a given head of water, and the process of fixing it in its place. (12.)
4. A shaft changes its direction from the vertical to an angle of 75°. Give a drawing of a suitable *angle-bob* for the main rod of the pumps. (12.)
5. What are the best varieties of safety-lamp, and what precautions should be observed in their use. (12.)
6. Describe the construction of a good *stamp* for gold or tin-stuff, and what modifications should be employed for the variations in the material to be treated. (12.)
7. Give a section, with dimensions, of the most efficient ventilating *fan* with which you are acquainted, and a statement of the power realized by it. (12.)
8. Enumerate the respective advantages and disadvantages of vertical and of inclined shafts in metallic mines. (12.)
9. Describe the construction and scale of a good ventilating furnace for a moderately extensive colliery, and the reasons for various modes of supplying it with air. (12.)
10. Draw up a table of rules for the maintenance of discipline and security, to be observed by the workmen of a mine. (14.)
11. State the particulars, with form and weight of rails and waggon, of the most economical system of underground conveyance of mineral. (14.)

MINING.—2nd Paper.

Note.—You are permitted to answer nine only out of the following questions.

1. Enumerate, in the order of their importance, the qualifications which you deem needful for a manager of mines, giving your reasons for requiring them. (11.)
2. State the depths of the deepest shafts of metallic mines and collieries, and of the deepest bore-holes, and the result of observations on their temperature. (11.)
3. Describe in detail the operation of boring holes for shots, giving the dimensions and weight of the implements. (11.)

4. State the nature of the different kinds of bargain by which labour should be paid for in mines, and give examples. (11.)
5. Draw up a statement of the various points which should be brought into consideration before the opening of a mine on a metalliferous vein. (12.)
6. Draw up a similar statement as regards the opening of a colliery. (12.)
7. Give examples of the more difficult kinds of ground to drive or sink through, stating the prices of such operations under ordinary circumstances. (11.)
8. Describe generally the chief improvements in the system of boring for exploration or for artesian wells. (11.)
9. Describe and give examples by free-hand drawing, of various modes of representing mine workings in plan. (11.)
10. Give the details of construction of good mine ladders, and the best mode of placing them in shafts consistently with the health and security of the men. (11.)
11. State the precautions which should be observed with reference to security, where the men are lowered and raised by ropes. (11.)

Subject II.—METALLURGY.

Examiner, D. PERCY, F.R.S.

METALLURGY.—1ST PAPER.

You are not permitted to attempt more than ten questions. The same value is attached to all the questions.

1. Define the meaning of the terms flux, slag, regulus, and speise.
2. What is meant by the term unit of heat?
3. Calculate the theoretical maximum temperature of the combustion of carbonic oxide in admixture with four times its weight of nitrogen, supposing no loss of heat by radiation or otherwise.
4. Describe a reverberatory furnace, and illustrate the description with a sketch.
5. How much water might be raised from 60° Fah. to 212°, at the ordinary atmospheric pressure, by the perfect combustion of 10 lbs. of wood, containing 15 per cent. of hygroscopic water, supposing the whole of the heat evolved to be utilized?
6. Explain the production of flame by the combustion in *mass* of well burnt charcoal.
7. State the composition of good fire-clay, and specify the substances which are apt to occur in such clays and injure their refractory quality.
8. What substances are used in the manufacture of various kinds of crucibles and fire-bricks?
9. Describe the process of refining and toughening blister-copper in the reverberatory furnace, and explain the chemical changes which occur.
10. Explain the chemical changes which take place in kernel-roasting.
11. How is zinc extracted from its ores by the Belgian process, and state the chemical reactions which occur.
12. Enumerate the chief varieties of brass in commerce, and state approximately their per-centage composition.

13. Describe the "ore-hearth" employed in lead-smelting, and especially illustrate the description with a sketch of a vertical section through the middle from back to front.
14. Describe the process of refining silver by cupellation.
15. Enumerate the alloys of gold and silver in use in this country, stating their composition, either per cent. or according to the ordinary method of computation.

METALLURGY.—2ND PAPER.

You are not permitted to attempt more than ten questions. The same value is attached to all the questions.

1. What is zaffre, and the pigment used by the potters under the name of "Printers' Blue"?
2. How would you distinguish nickel and cobalt from each other in the metallic state?
3. How is "grain tin" made?
4. Describe the Almaden process of extracting mercury.
5. Enumerate the chief ores of iron, and state their essential composition.
6. What is the Catalan process?
7. Give sketches of a modern blast furnace, specifying all the parts.
8. When and by whom was pit coal first successfully applied to the smelting of iron?
9. What is the mean composition of the gas which escapes from the top of a blast furnace working on coke?
10. By what methods is pig-iron in this country converted into wrought iron?
11. In what respects does a reheating or mill-furnace differ from a puddling furnace?
12. How is "blister steel" made?
13. What is "cast steel," and how is it produced?
14. Describe the methods of tempering steel.
15. What substances are specially injurious in bar iron when intended for conversion into steel?

NAVIGATION EXAMINATION.

Subject I.—MATHEMATICS.

Examiner, DR. WOOLLEY.

MATHEMATICS.—1ST PAPER.

All candidates are expected to answer questions in each of the sections.

The number of marks assigned to a correct answer to any question is given between brackets ( ).

SECTION I.

1. Make a triangle whose sides shall be equal to three given straight lines respectively. Can a triangle be always so constructed? If not, what condition is necessary? and show how the construction fails when this condition is not fulfilled. (20.)
2. If one side of a triangle be produced, and the exterior angle, also one of the interior and opposite angles be each of them bisected, the remaining interior and opposite angle will be double of the angle made by the bisecting lines. (25.)

3. If a straight line be bisected and produced to any point the rectangle contained by the whole line thus produced, and the part of it produced, together with the square of half the line shall be equal to the square of the line made up of the half and part produced. (20.)
4. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles. (25.)
5. In the same or equal circles angles at the centre have the same ratio which the arcs on which they stand have to one another. (25.)
6. If two straight lines are parallel, and one of them is parallel to a given plane, the other shall be parallel to the same plane. (30.)

Section II.

1. If a lump of iron weighing 20 cwt. 2 qrs. 8 lbs. 5 oz. be rolled into a cylindrical bar 13 feet long, find the diameter of the bar to three places of decimals. A cubic foot of iron weighs 7,788 ounces. (15.)
2. Simplify the expression—

$$\frac{x}{x^2+y^2}+\frac{x}{x^2-y^2}+\frac{x^2}{(x-y)(x^2+y^2)}-\frac{2x^3-y^3-xy^2}{x^4-y^4} \qquad (15.)$$

3. Find the greatest common measure of—

$$7x^5-38x^4y+32x^3y^2-28x^2y^3+9xy^4-3y^5$$
$$\text{and } 9x^5-40x^4y-11x^3y^2+21x^2y^3-13xy^4+4y^5. \quad (30.)$$

4. Solve *one* of the equations—

1. $$\frac{x-2}{3}-\frac{1-\frac{1}{2}x}{6}=87\tfrac{1}{4}-\frac{27(x-2)}{5} \qquad (10.)$$

2. $$\left.\begin{aligned} x-y-z&=6\\ 3y-x-z&=12\\ 7z-y-x&=24 \end{aligned}\right\} \qquad (20.)$$

5. At an examination of a school where 2*s.* 8*d.* are paid for each child who passes in reading, writing, and arithmetic respectively, the whole sum gained is 24*l.* 8*s.*; one-third of 34 more than twice the number of those who pass in reading pass in writing; and one-fourth of 10 more than three times the number of those who pass in reading pass in arithmetic. How many pass in each subject? (30.)
6. Solve one of the equations—

1. $$\frac{13}{x+2}+\frac{4}{x}=3\tfrac{14}{15}. \qquad (15.)$$

2. $$\left.\begin{aligned} 2x^2+3xy&=110\\ 3y^2+2xy&=88 \end{aligned}\right\} \qquad (25.)$$

7. Prove the binomial theorem for an integral, fractional, or negative index. (20.)

   Write down the rth terms of $(1+2x^2)^{-5}$, and $(1-\frac{1}{3}x^2)^{-\frac{1}{2}}$. (20.)
8. Find the number of permutations and combinations of n things taken r together. (20.)

   The number of permutations of n things taken r together : number taken $r-1$ together :: 20 : 1, and the corresponding number of combinations are as 10 : 3. Find n and r. (10.)
9. If $x=y+\frac{y^2}{1.2}+\frac{y^3}{1.2.3}+\frac{y^4}{1.2.3.4}+$ &c. Expand y in terms of x to 4 terms. (25.)

MATHEMATICS.—2ND PAPER.

All candidates are expected to answer questions in each of the sections. The number of marks assigned to a correct answer to any question is given between brackets ( ).

SECTION I.

1. Find sin. 15° and thence prove that tan. $15° = 2 - \sqrt{3}$. (20.)
2. Prove that $\cos.(A-B) = \cos. A. \cos. B + \sin. A \sin. B$. (20.)
3. Prove that $\dfrac{\cos. A + \cos. B}{\cos. B - \cos. A} = \cot. \dfrac{A+B}{2} \cot. \dfrac{A-B}{2}$ (20.)
4. Prove that $\tan. A = \dfrac{3 \tan. \frac{A}{3} - \left(\tan. \frac{A}{3}\right)^3}{1 - 3\left(\tan. \frac{A}{3}\right)^2}$ (20.)
5. Show that unity is the limiting value of $\dfrac{\sin. \theta}{\theta}$ as θ is indefinitely diminished: and apply it to investigate a method of obtaining the expression for the area of a circle of given radius. (35.)
6. Prove the rule for using the table of proportional parts in obtaining from the tables the value of an angle from its logarithmic sine. In what cases cannot the angle be accurately determined from the sine? (30.)
7. If in any triangle, the angle A, and the sides a and b be given, solve it; and show that the third side c may be obtained from the expression $c = b \cos. A \pm \sqrt{a^2 - b^2 \sin.^2 A}$, and thence explain the ambiguity of the solution when b is $> a$. (30.)
8. Obtain expressions for the areas of the regular polygons of n sides, inscribed in and circumscribed about a given circle. (20.)
   If these areas are as 3 : 4, what is the number of sides of the polygons? (15.)
9. A tower, 300 feet high, of which C is the top, stands on a horizontal plane, a horizontal base AB, 1114½ feet is measured, but not in the same vertical plane with the tower; the angles CAB and CBA are observed and found to be respectively 36° 41′ and 45° 35′, find the nearest distance of the foot of the tower from the horizontal base line. (40.)

SECTION II.

1. In any spherical triangle the sum of the three angles is greater than two, but less than six right angles. (15.)
   Also show if A, B, and C be the angles,
   A + B − C is less than two right angles. (10.)
2. Prove the formula—
   $\cot. a \sin. b = \cos. b \cos. C + \sin. C \cot. A$. (25.)
3. State and prove Napier's Analogies. (35.)
4. Having given two sides of a spherical triangle and the angle opposite to one of them, solve the triangle, and explain the ambiguous case. (30.)
5. On the surface of a sphere draw a great circle passing through a given point and touching a given small circle. (35.)

NAVIGATION EXAMINATION.

Subject II.—NAVIGATION.

Examiner, DR. WOOLLEY.

NAVIGATION.

1. Define the following terms used in Navigation:— (1) Difference of latitude; (2) Rhumb line; (3) Departure; (4) Course; (5) Difference of longitude; (6) Meridian difference of latitude. (20.)

   Required the diff. lat. and diff. long. of A. and B.

	Latitude.	Longitude.
A.	31° 15′ 25″ N.	17° 30′ 27″ E.
B.	45° 18′ 17″ N.	23° 14′ 3″ W. (10.)

2. Prove that *meridian distance* is equal to *difference of longitude* multiplied into the *cosine of latitude.* (15.)

3. Prove that $Tan\ course = \frac{Diff.\ long.}{Mer.\ diff.\ of\ lat.}$ (15.)

4. Explain accurately what is meant by *deviation, variation,* and *local attraction,* and show briefly the effects of inductive magnetism on the compasses of iron ships. (30.)

5. Explain the mode of correcting courses, (1) for leeway, (2) for variation, and (3) deviation. (20.)

   Ex.—The compass course of a ship is S. by W. ¼ W., variation 2¼ E., wind S.E. ¼ E., leeway 2¼, deviation 5° W.; find the true course. (15.)

6. What is meant by middle latitude sailing? obtain the formulæ required for it. (20.)

   Ex.—Required the true course and distance from A. to B., the latitude of A. 57° 35′ N. and longitude 17° 16′ W., and the latitude of B. 51° 20′ N. and longitude 18° 57′ W. (15.)

7. Show how to find the distance on a great circle between two places whose longitudes and latitudes are given. (20.)

   Ex.—The distance on a great circle from A. to B.

Lat. A.	15° 35′ N.	Long. A.	16° 21′ W.
Lat. B.	28° 29′ N.	Long. B.	14° 13′ E. (20.)

8. A ship steams 11 knots an hour, and her apparent course is W. by S., what is her true course and distance in 4¾ hours, supposing a current drifting N. ¾ E. 2½ knots an hour? (25.)

9. Explain the mode of estimating the distance a ship has run by the log. Supposing the log-line is wrongly divided, obtain a formula for finding the true distance run by it. (20.)

10. The wind is W.S.W., and a ship sailing within 5 points 2½ miles an hour makes on each tack 2½ points leeway; in what time will she advance 30 miles directly to windward? (20.)

11. Describe the sextant, and explain the principle on which it is graduated. (25.)

12. April 15, 1863, at noon, a point of land in latitude 49° 55′ N. and longitude 5° 15′ W. bore by compass N.N.E. 10 miles distant,

and then we sailed as follows: required the latitude and longitude in, on April 16, at noon. (50.)

H.	K.	$\frac{1}{10}$th.	Courses.	Wind.	Leeway.	Remarks.
1	4	5	S.W. by W.	S.	1½ Pts.	
2	4	5	Dev. 7° 27′ W.			
3	4	5				
4	5	0				
5	5	0				
6	5	5	S.S.W.	S.E. ½ S.	2 Pts.	
7	5	5	Dev. 5° W.			Variation of compass 22° 30′ W.
8	5	5				
9	4	7	W.S.W.	S.	1 Pt.	
10	4	7	Dev. 7° 50′ W.			
11	4	7				
12	4	5				

1	5	0	W. by S.	S. by W.	1½ Pts.	
2	5	0	Dev. 8° 20′ W.			
3	5	5				
4	5	5				
5	5	5	W.	S.W. by S.	2½ Pts.	
6	6	0	Dev. 8° 50′ W.			A current set the ship the last 4 hours S.E. ¼ E. 2 knots an hour.
7	6	0				
8	6	7				
9	6	7	W. ½ N.	S.W. by S.	2 Pts.	
10	6	7	Dev. 8° 30′ W.			
11	6	5				
12	6	5				

13. What is meant by meridional parts? and prove that if the earth be supposed to be a sphere, *meridional parts*=log. *co-latitude*, and thence deduce the common rule for computing them. (40.)

NAVIGATION EXAMINATION.

Subject III.—Nautical Astronomy.

Examiner, Dr. Woolley.

NAUTICAL ASTRONOMY.—1st Paper.

1. What is meant by *mean time* and *sidereal time?* and show how one may be converted into the other. (15.)
   What is the *sidereal time* of a place whose longitude is 125° W. of Greenwich on June 11, 1863, at 3h. 40m. local mean time. (15.)
2. Show how to correct an observed altitude of a heavenly body for *dip*. (20.)
3. Prove that *horizontal parallax* × *cos. apparent alt.* = *parallax in alt.* (20.)
4. Explain the mode of correcting an observed altitude of the moon (15.)
   Ex.—June 30th, 1863, at 4h. 30m. p.m. in latitude 10° N. the observed altitude of ☽ was 82° 24′ 0″, and the index correction was −1′ 10″; find the true altitude of the ☽. (15.)
5. Show how to find the latitude by the observed meridian altitude of the sun, moon, or a star. (15.)
   Ex.—June 17, 1863, the observed meridian altitude of α Serpentis was, 29° 50′ 40″ (zenith south of the star), the index correction was + 4′ 20″, and the height of the eye above the sea was 24 feet. Required the latitude. (25.)

6. Explain Sumner's method of obtaining the latitude and longitude from two observations and explain it by a diagram. (25.)

Ex.—On September 30, 1863, in latitude by account 15° 50′ S. longitude by account 100° E., the following observations were taken: determine the latitude and longitude.

Mean Time, nearly.	Chronometer.	Obser. Alt. ☉.
9h. 2m. A.M.	1h. 14m. 53s.	42° 57′ 40″
2h. 33m. P.M.	6h. 45m. 40s.	51° 12′ 14″

Index error — 4′ 15″ Height of the eye 15 feet. (25.)

7. Show how to find the hour angle or meridian distance of any celestial object from the observed altitude. How is it determined whether it is east or west of the meridian? (30.)

8. August 23, 1863, at 9h. 40m. P.M. (mean time) nearly in latitude 30° 10′ N. and longitude 22° 50′ W., when a chronometer showed 11h. 4m. 20s., the observed altitude of α Pegasi E. of Mer. was 43° 32′ 20″, the index correction was + 2′ 0″, and the height of the eye above the sea was 20 feet. Required the longitude. On August 1 at noon the chronometer was slow on G. M. T. 5m. 40s., and its daily rate was 3·7s. losing. (30.)

9. Prove the formula by which the calculation in the above question is made. (25.)

10. Explain the different methods that may be employed for finding the variation of the compass by solar observations—proving the formulæ employed. (30.)

11. On August 15, 1863, about 7h. 15m. P.M. in latitude 25° 30′ N., longitude 36° 30′ E., the sun set by compass W. 5° 30′ S.: required the variation of the compass. (20.)

NAUTICAL ASTRONOMY.—2ND PAPER.

1. Define the following terms:—(1.) Meridian; (2.) Zenith; (3.) Nadir; (4.) Altitude; (5.) Azimuth; (6.) Latitude and Longitude of a star; (7.) Hour angle. (20.)

If P be the pole of the heavens, Z the zenith of a place on the earth's surface, S the place of a heavenly body, what will the sides and angles of the spherical triangle PZS respectively represent. (20.)

2. What bright stars in the Nautical Almanac passed the meridian of a place in long. 54° 40′ E. between the hours of 7 and 10 on Sept. 4, 1863? (15.)

3. Show how to find the latitude (1) by double of altitudes of two heavenly bodies at the same time, (2) by double altitudes of two heavenly bodies at different times, and the run of the ship between. (30.)

4. July 12, 1863, in latitude by account 42° 40′ N. the following double altitude of α Pegasi and α Tauri was observed at the same time.

True alt. of α Pegasi.	True alt. of α Tauri.
60° 10′ 20″	17° 0′ 30″

Required the true latitude. (30.)

5. Sept. 19, 1863, in latitude by account 53° 10′ N. long. 56° E., the following double altitude of the Sun was observed.

Mean Time, nearly.	Chronometer.	Observed alt. ☉
7h. 30m. A.M.	5h. 15m. 22s.	21° 20′ 30″
10h. 15m. A.M.	8h. 0m. 31s.	37° 0′ 20″

The run of the ship in the interval was N.N.E. ½ E. 20 miles; the index error was + 3′ 20″; and the height of the eye was 30 feet. Required the true latitude of the place of observation. (35.)

6. Explain the principle on which the longitude of a place at sea may be found by a lunar distance, and investigate a method of clearing a lunar distance. (35.)
7. June 20, 1863, at 4h. 30m. P.M. in latitude 10° N. and longitude 6° 40′ W. the following lunar was taken.

	Observed alt. ☉	Observ. alt. ☽	Observed Distance N.L.
	24° 40′ 23″	82° 24′ 0″	47° 12′ 48″
Index corr.	— 2′ 10″	— 1′ 10″	— 2′ 10″

The height of the eye was 18 feet; required the longitude. (35.)

8. Show how to find the latitude by the altitude of the pole star. (25.)
9. Show how to find the latitude by the observed latitude of a heavenly body taken near the meridian. (25.)
10. Explain what is meant by a cyclone, and state the principal phenomena connected with one. (30.)

NAVIGATION EXAMINATION.

Subject I.—MATHEMATICS.*

Examiner, DR. WOOLLEY.

MATHEMATICS.—3RD PAPER.

All candidates are expected to answer questions in each of the sections.

The number of marks assigned to a correct answer to any question is given between brackets ( ).

SECTION I.

1. Find $\frac{du}{dx}$ when (1) $u = \log_e (x + \sqrt{x} + x^2)$, and (2) $u = \tan.^{-1} \frac{x}{1-x^2}$ (30.)
2. Prove McLaurin's theorem and apply it to expand a^x in terms of x. (30.)
3. Show that $u = f(x)$ will have a maximum value when a root of $\frac{du}{dx} = o$ substituted in $\frac{d^2u}{dx^2}$ gives a negative result. Can there be a maximum value of x if $\frac{d^2u}{dx^2} = o$ for the same value of x that makes $\frac{du}{dx} = o$? (25.) (30.)

   Given the volume of a right cone find its altitude when the surface is a maximum. (25.)
4. Integrate $\int \frac{xdx}{(x-3)^2(x+2)}$, $\int \frac{dx}{a + b \cos. x + c \sin. x}$, $\int \frac{dx}{\sqrt{x^2 + a^2}}$ and $\int \theta \sin. \theta \, d\theta$. (50.)

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* Preliminary Mathematics for Subject IV., Steam.

Section II.

1. State and prove the parallelogram of forces. (20.)

   Three forces keep a point at rest and are in the proportion $\sqrt{3}+1 : \sqrt{6} : \sqrt{2}$. Find the angles at which they are respectively inclined to one another. (20.)

2. Define the centre of gravity of a heavy body, and find the centre of gravity of a plane triangle. (25.)

   If G be the centre of gravity of the triangle, and A, B, C, the angular points, show that $3(GA^2 + GB^2 + GC^2) = AB^2 + AC^2 + BC^2$. (15.)

3. Find the ratio of P : W on the inclined plane. (20.)

   What force acting horizontally is required to support a weight of 60 lbs. on a plane inclined at an angle of 60° to the horizon? (15.)

4. In uniformly accelerated motion prove that $v^2 - u^2 = \pm 2fs$ and $v - u = \pm ft$. (25.)

   A body is projected vertically upwards, and the time between its leaving any given point and returning to it again is given; find the velocity of projection and the whole time of motion. (25.)

5. Show that in variable motion $v = \frac{ds}{dt}$ and $f = \frac{d^2s}{dt^2}$ (20.)

   A particle moving in a straight line from rest is attracted to a fixed point in it by a force varying directly as the distance; show that the particle will oscillate on each side of the point in the same time, at whatever distance from the fixed point it be originally placed. (30.)

6. Define specific gravity; and show how to find the specific gravity of a body by weighing it in a fluid of known specific gravity—(1) when its specific gravity is greater, and (2) when it is less than that of the fluid in which it is weighed. (25.)

   The apparent weight of a sinker, weighed in water, is 4 times the weight in vacuum of a piece of the material whose specific gravity is required; that of the sinker and piece together is 3 times that weight: show that the specific gravity of the material is ·5. (25.)

NAVIGATION EXAMINATION.

Subject IV.—Steam.

Examiner, Dr. Woolley.

STEAM.—1st Paper.

1. Give a description of the steam engine in use before the time of Watt, with an account of his improvements. (30.)
2. What is meant by the terms *cushioning* and *clearance?* Does the amount of clearance above the piston of a side-lever engine usually increase or diminish as the engine wears? Define also *lead* and *lap*. (20.)
3. Show how to find the proper length of the eccentric rod of an engine. The travel of a slide is to be increased from 13 to 15 inches—what alteration must be made in the length of the eccentric lever whose original length was 12 inches? (25.)
4. Are the eccentrics of marine engines fixed on the shaft in the same manner as for land engines? Explain the method of obtaining the back motion in marine engines. (15.)

5. Give a sketch and explanation of the oscillating engine. (30.)
6. Name and give a short account of the gear connected with marine boilers requiring the attention of the engineer. (25.)
7. A circular tube is replaced by four circular tubes of the same total volume, show that the heating surface is thereby doubled. (15.)
8. Why is the hydrometer an imperfect instrument without the thermometer? (15.)
9. How is the scale of the barometer-gauge graduated? What error is introduced by having the scale fixed? To what extent will a thermometer, having its bulb inserted in the condenser, supply the place of a barometer-gauge? (20.)
10. Give a sketch of a blow-valve and a snifting valve; and show why these valves require no springs nor weights to keep them in their seats. (20.)
11. The pitch of one of the blades of a screw propeller is 20 feet 8 in., and the number of revolutions is 42: if there were no slip, what would be the speed of the ship in knots? Again, the pitch of the other blade being 21 feet 7 inches; if the speed of the ship be that already found, what would be the slip per cent., reckoning from the latter blade? (20.)
12. If one engine of a ship were disabled, what difficulty might you expect when endeavouring to work with the remaining one, and how would you overcome the difficulty? (20.)
13. The diameter of a safety-valve is 10 inches, find the difference of the total pressure of the steam to raise the valve, if it be 9 lbs. per circular inch above what it would if it were 9 lbs. per square inch. (15.)
14. The bottom of a steam boiler is 18 feet below the level of the sea; find the requisite steam pressure to force the water of the boiler through the blow-out pipe. (20.)
15. Describe the locomotive and long D slides. The travel of a slide is 14 inches, depth of the port 6 inches, and the slide is short on the exhaust side ¼ inch when at the middle of the stroke; how far does the slide go below the lower edge of the port, on the exhaust side, at the extreme of its stroke? (30.)

STEAM.—2ND PAPER.

1. Explain what is meant by *capacity for heat* and *latent heat*. What is the latent heat of steam at the ordinary atmospheric pressure? (20.)

   What weight of injection water at 80° will suffice to condense a given quantity of steam into water of 120°. (20.)
2. Distinguish between *conduction* and *convection*. Mention some substances that are bad conductors, and state to which uses they are applied in the steam engine. (15.)
3. Investigate the relation between the useful effect of a steam engine, the evaporation, speed, and area of the piston; (1) when the engine is not, and (2) when it is working expansively. (100.)
4. What is meant by the nominal horse power of an engine, and show how it is determined for paddle-wheel vessels? Find the nominal horse power when the diameter of the cylinder is 55½ inches, stroke of piston 5 feet, and number of revolutions 21. (30.)

5. Find the effective evaporation of the engine whose dimensions are given in question 4 if the horse power be supposed to be 120. (40.)
6. From Gibraltar to Malta being 1,100 miles, a steamer going at full speed (11 knots) consumed 250 tons of coal; on her return voyage, with a view to economy, she proceeded at 8 knots, what was the consumption? (30.)
7. Explain the construction and principle of the indicator. (15.)
8. Give an outline of a normal slide diagram, and show by a corresponding diagram, the alteration that would take place if the slide rod were shortened. (20.)
9. The diameter of each of the engines of a steamer is 91½ inches, the length of the stroke is 6 feet 8 inches; assuming the number of revolutions to be 16 and the indicator pressure 16 lbs., find the horse power of both engines. (25.)
10. If the gab-lever of an engine be shortened, what alteration will take place in the indicator diagram? (20.)
11. A steamer is 500 miles distant from the port she wishes to reach, and has coal enough to carry her over 300 miles, the port bears due west from her; will she be able to get within *steaming* distance by *sailing* on a N.W. by W. course? (25.)
12. Investigate an expression for the angle the crank has moved through when the piston is at a given distance from the top of the stroke. (35.)
13. Obtain the usual expression for locomotive performance of marine steam engines viz. $\frac{D^2 S v^2}{I}$. Show from your investigation with what limitations you may apply it to measure the performance of different ships. (30.)

NAVIGATION EXAMINATION.

Subject V.—Physical Geography.

Examiner, Dr. Kinkel.

PHYSICAL GEOGRAPHY.—1st Paper.

No candidate is allowed to answer more than 10 of the following questions. The same number of marks is attached to each question.

1. The moon being a revolving globe, how is it that nevertheless about $\frac{3}{7}$ of its surface cannot be laid down in maps?
2. The highest tides in the British seas do not occur at the new or full moon, but a calculable number of hours after the change. Why is this the case?
3. Why are earthquakes not likely ever to do serious harm to the British isles?
4. Is it possible to account for the depth of the lakes in Upper Italy, as compared with the shallowness of some of the larger inland seas? Give some instances of both.
5. What are the greatest ocean depths hitherto ascertained by sounding?
6. In which seas is the mean temperature of the water higher, in which lower than that of the air above, and why?

7. Are the various tints in the seas inherent in the water, or produced by the light from the sky?
8. How do you explain the phenomenon of hot springs?
9. Under which conditions is an artesian well likely to succeed?
10. What are the causes that render African rivers less useful for inland navigation and traffic abroad than their size would warrant us to believe?
11. Explain what is meant by the term of bifurcation in rivers, and give some striking instances of the phenomenon from different parts of the globe.
12. Describe the curves in which the water-parting between the seas north and south of Europe runs, pointing out where it follows or crosses the mountain ranges, table lands, and other natural features of the soil.
13. Why is it that westerly winds predominate in the North Atlantic?
14. In England we grow no wine in the open air, but figs ripen. On the Rhine they make wine in the latitude of Worthing, but can grow no figs. Why?
15. What are, for the present, the staple exports of the Australian colonies (including New Zealand), and what staple exports are they likely to yield besides, at some future time?

PHYSICAL GEOGRAPHY.—2ND PAPER.

No candidate is allowed to answer more than 10 of the following questions. The same number of marks is attached to each question.

1. The moon coming between sun and earth causes an eclipse of the sun. The earth coming between the sun and the moon causes an eclipse of the moon. Why, then, are there not two eclipses every month?
2. Explain the meaning and derivation of the terms Solstice and Equinox.
3. Bodies falling from great heights, in a pit or from a tower, come down a little east from the point whence they descend. What is proved by this experiment concerning the direction in which the earth itself rotates?
4. What is known about the varying depth of the North Atlantic along the line of the former submarine telegraph between Ireland and North America?
5. Why do icebergs, in the relative spring months, descend from both poles towards the equator?
6. Which oceans and seas contain the largest, and which the smallest amount of salt, and what are the causes of this difference?
7. How do you account for the water that now fills some extinct volcanic craters?
8. What sort of springs are the Geysers in Iceland, and how are they produced?
9. Which class or classes of rivers have a tendency to form deltas, and which are the principal deltas throughout the world?
10. Trace, as far as our present knowledge of inner Africa permits, the water-partings of the rivers flowing into the three surrounding seas; describe and explain the peculiar nature of several African water-partings.
11. Detail the advantages and drawbacks in the hydography of the Russian empire, as far as inland and foreign commerce is concerned.

12. From what cause (or causes) is it that variable winds arise?
13. What are the regular monsoons in the tropical seas east of India and China?
14. How do you account for the singular mildness and equability of the English climate, as compared with that of places in North America under the same latitudes?
15. State the principal productions and exports of Ceylon, compared with those of the British West Indies.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.
[10,130.—500.—12/63.]

COMMITTEE OF COUNCIL ON EDUCATION.

EXAMINATION, CHRISTMAS, 1864.

I.

QUESTIONS PROPOSED

TO

CANDIDATES

FOR

ADMISSION INTO NORMAL SCHOOLS.

II.

QUESTIONS PROPOSED

TO

STUDENTS IN NORMAL SCHOOLS
AND TEACHERS IN ELEMENTARY SCHOOLS.

III.

LISTS OF SUCCESSFUL CANDIDATES.

IV.

SYLLABUS OF SUBJECTS OF EXAMINATION,
FOR CHRISTMAS, 1865.

By Authority.

LONDON:

PRINTED BY FORD & TILT,

52, LONG ACRE,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY LONGMAN, AND CO.,

39, PATERNOSTER ROW, E.C.

1865.

(Price Sixpence.)

EXAMINATION OF CANDIDATES
FOR
ADMISSION
INTO
NORMAL SCHOOLS.

CHRISTMAS, 1864.

NOTE.—The time allowed for working each Paper in the following series was *three* hours. Except where different directions are printed, Candidates were restricted to *one* question in each section.

RELIGIOUS KNOWLEDGE.

SECTION I.

1. Contrast the covenants made by God with Adam and Noah.

2. Write a life of Miriam. What practical lessons may be drawn from it?

3. Describe the Ark of the Covenant. What did it contain? Give its history till the time of David.

SECTION II.

Describe, with such brief comments as you may think proper for children—

1. The choice of Solomon; *or*
2. The end of the disobedient prophet; *or*
3. Elijah at Mount Horeb.

SECTION III.

1. What occurred at the presentation of Christ in the Temple?

2. In what parables does our Lord give us lessons respecting prayer? What are these lessons?

3. Give an account of Christ's last miracle.

SECTION IV.

1. What miracles of St. Peter are recorded in the Acts of the Apostles?

2. State what happened to St. Paul at Athens, Corinth, and Ephesus.

3. Before what persons did St. Paul appear during his imprisonment at Cæsarea, and what were the effects of his addresses upon them?

SECTION V.*

1. Into what parts may the Catechism be divided? State the subject of each, and the relation between them.

2. "And in Jesus Christ His only Son our Lord." Illustrate these words from the Nicene and Athanasian creeds, and explain their meaning as to a class of children.

3. Write out your Duty towards God in the words of the Catechism.

SECTION VI.*

1. State the order of Daily Service as far as the Belief.

2. "*He* pardoneth and absolveth all them that truly repent and unfeignedly believe His Holy Gospel." Write out the preceding part of the sentence, and explain the grammatical connexion of it with the part just quoted.

3. Which parts of the Daily Service are the same every day, and which vary?

SCOTLAND.

*N.B.—*Two questions to be answered in place of Sections V. and VI.*

1. State, with proofs from Scripture, how Christ executes the offices of a prophet, a priest, and a king.

2. Explain, with references to Scripture, the terms Justification and Sanctification, and distinguish between them.

3. What duties are required, and sins forbidden, in the ninth commandment?

4. What do we pray for in the fourth petition of the Lord's Prayer? Explain your answer by quotations from Scripture.

GRAMMAR.

SECTION I.

1. Parse the words which are printed in italic in the following sentence:—

"*There* is a tincture of corruption that dyes *even* all *mortality*. I would wish men, in works of *others to examine two* things *before they* judge, *whether* it be more *good* than ill, and whether they could at first have *performed* it *better*."

2. What is meant by the *case* of a noun? How do you find out the case of a noun in a sentence?

3. Explain the grammatical terms *number*, *gender*, *mood*, *tense*, *voice*, *concord*, *antecedent*, *relative*, with examples.

SECTION II.

1. Give examples of personal, possessive, demonstrative, and relative pronouns, and explain why they are so called.

2. Parse the words printed in italic, in the following sentences:—

I walked *round* the house.

He ran *round* and *round*.

Before he came home, he went *before* the magistrate, and told him that he had never been at the place *before*.

3. Give the positive, comparative and superlative degrees (as the case may require) of the following words:—*worse—next—truthful—far—least—sharp*.

State the rule for forming comparative and superlative degrees.

Explain (as you would to your class, and using the above examples) the difference between *rules* and *exceptions*, and between *regular* and *irregular* words.

SECTION III.

1. Analyse the following sentence:—

"I never yet knew any man so bad, but some have thought him honest, and afforded him love; nor ever any so good, but some have thought him vile, and hated him."

2. How many of the parts of speech are necessary to make a sentence?

Make a sentence of the fewest parts of speech you can, and then shew how each of the other parts of speech may be added to it.

3. Punctuate the following passage:—

We may observe when charitable men have ruled the world hath flourished and enjoyed peace and prosperity the times have been more pleasant and smooth nor have any princes sat more firm and secure on their thrones than those that have been clement and benign

SECTION IV.

Write out (in other words) the full meaning of this passage: make your paraphrase as short and as plain as you can.

"The heart is hard in nature, and unfit
For human fellowship, as being void
Of sympathy, and therefore dead alike
To love and friendship both, that is not pleas'd
With sight of animals enjoying life,
Nor feels their happiness augment his own."

LATIN.

The following questions are for Candidates who have been taught Latin Grammar.

1. Decline the following nouns: *gladius*, a sword; *homo*, a man; *fructus*, fruit.

2. Decline the following pronouns: *tu, is, qui.*

3. Give the rules for the comparison of adjectives, with examples. State some exceptions.

4. What tenses are formed from the present indicative and the perfect indicative active? Give your illustration from the verb *laudo* in the first conjugation.

5. Give the Latin words for "against"—"before"—"beyond"—"between"—"as far as"—with the case, or cases, that each governs.

6. State the derivation of the following words: "edification"—"longevity"—"agriculture"—"perambulator"—"inanimate"—"annuity"—"belligerent"—"homicide"—"capital"—"excavation"—"redemption."

GEOGRAPHY AND HISTORY.

GEOGRAPHY.

SECTION I.

Draw the coast line—

1. of Great Britain; *or*,
2. of Norway and Sweden; *or*,
3. of Italy.

N.B.—Put in the principal rivers.

SECTION II.

1. Name some of the principal mountains of Palestine, and give texts or events connected with them.

2. Describe the Dead Sea, and give its history.

3. Give an account of Samaria.

SECTION III.

1. Enumerate the dependencies of the British Crown.

2. What is a *Colony* (explain as if for your class)?

3. Name the parts of the world from which, principally we obtain *gold—coal—corn—cotton—sugar—coffee—tallow—silk—pepper—tobacco.*

SECTION IV.

1. What is the meaning of "table land?" What are the most extensive "table lands" on the globe?

2. What is meant by "Raw Material?" Explain the term (as you would to your class), with geogra-

phical examples to show how one nation depends upon another.

3. "Survey mankind *from China to Peru.*" Is this expression (meaning the whole human race) geographically correct? Why?

4. Explain the process by which rivers are formed.

HISTORY.

SECTION I.

Trace the relationship between—

1. Henry I. and Richard II.; *or,*
2. Edward III. and Edward IV.; *or,*
3. Henry VIII. and James I.; *or,*
4. James I. and George III.

SECTION II.

Write a short account—

1. of the Roman Invasion of Britain; *or,*
2. of the Commonwealth; *or,*
3. of the Revolution of 1688.

SECTION III.

Give an account of—

1. Robin Hood; *or,*
2. The Crusades; *or,*
3. The Battle of Bannockburn; *or,*
4. The Scotch Border; *or,*
5. Any famous Ruin in Great Britain, with its history.

SCHOOL MANAGEMENT.

Write twice in large hand "Knowledge is power;" in round hand, "Learn to labour and to wait;" in small hand, "Life is real, life is earnest."

SECTION I.

1. Write out the Time Table of your school. What time each week was given to religious instruction, reading, writing, and arithmetic, respectively?

2. A school has been open 400 times during the year; of 31 children 2 have attended 400 times; 8 have attended 300 times; 9 have attended 200 times; and 12 have attended 150 times; what is the average attendance for the year?

3. What part have you taken in the management of a school since you became a Pupil Teacher?

SECTION II.

1. What method of teaching very young children to read was followed in your school?

2. What methods would you adopt to prevent copying?

3. How would you arrange a Time Table with a view to preventing the classes from being disturbed by each other?

SECTION III.

What are the best methods of securing in a school—

1. Punctuality; *or*,
2. Obedience; *or*,
3. Attention?

SECTION IV.

1. State the various methods of questioning children. What are the advantages of each? Which do you consider the best?

2. What is the kind of religious instruction suitable to children under six?

3. How would you give children the first ideas of geography?

SECTION V.

1. Draw the ground-plan of your school room, showing its furniture. State any practical inconvenience (if there was any) which the room or its furniture occasioned, and how you would have proposed to remedy it.

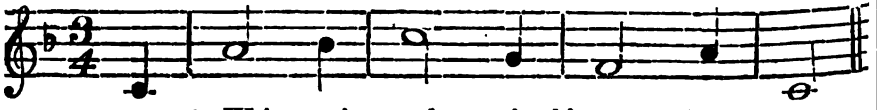
2. Describe the uses of a Class Room, and a Gallery.

3. How is the instruction of Infants best managed when there is no separate mistress for them?

4. In finding time for the girls to sew, which of the Book Lessons would you diminish? Give your reasons.

MUSIC.

(In same paper with the foregoing questions on School Management.)



1. Write against each note in this passage its name according to pitch.

2. Name the intervals between the successive notes.

3. Transpose the passage a note higher, prefixing the proper key signature.

4. Write the same passage in $\frac{3}{8}$ time, and in the bass clef, an octave lower.

ARITHMETIC.

N.B.—Male Candidates to answer *One* Question in each Section: Female Candidates to answer *Two* Questions in each of the first *Four* Sections.

The *solution* must in every instance be given *at full length*. A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

1. Multiply 10460 by 1030, explaining, as to a class, the reason of each step in the process.

2. What is the best method of teaching notation? What are the most common mistakes made by children in writing down figures?

3. Explain the proof of multiplication called "casting out the nines," with an example. What error will it not detect?

SECTION II.

1. 33 cwt. 3 qrs. 7 lbs. at £3 3*s*. 10*d*. per cwt.

2. Find by Practice, the cost of 22 qrs. 4 bushels 3 pecks of wheat at 11*s*. 4½*d*. per bushel.

3. Make out the following bill—

7 pairs of blankets at 12*s*. 9*d*. per pair.
31 yards of muslin at 1*s*. 9½*d*. per yard.
13 pairs of stockings at 1*s*. 6¼*d*. per pair.
33 yards of calico at 10½*d*. per yard.
3 dozen pairs of gloves at 2*s*. 5*d*. per pair.

SECTION III.

1. A bankrupt pays 12*s*. 6*d*. in the pound, and his debts amount to £2,345 6*s*. 8*d*.; what are his assets?

2. If a steel bar 12 feet long, 4 inches broad, and $2\frac{1}{3}$ inches thick, weighs 240 lbs; what will be the weight of a bar 18 feet long, 3 inches broad, and 2 inches thick?

3. A person who owns $\frac{4}{5}$ths of a ship sells $\frac{2}{3}$rds of his share for £1,200. What is the value of the ship?

SECTION IV.

1. Add $\frac{2}{3}$, $\frac{2}{3}$ of $\frac{3}{4}$, and ·125; and divide $3\frac{9}{11}$ by $1\frac{10}{11}$.

2. How much is $\cdot 58\dot{3}$ of 1 cwt. 2 qrs. 12 lbs.?

3. Convert 8·065625 into a vulgar fraction.

SECTION V.

1. If A can make 9 articles while B makes 14, and B can make 7 while C makes 6, how many can C make in the time that A makes 30?

2. 18 lbs. of tea are bought at 6*s.* 8*d.* per pound, and 48 at 4*s.* 6*d.*, the mixture is sold at 6*s.* per pound; what is the profit per cent.?

3. The centigrade thermometer, in which water freezes at zero, and boils at 100°, stands at 25°; what will Fahrenheit's thermometer mark, in which water freezes at 32°, and boils at 212°?

SECTION VI.

1. What sum will amount to £2767 11*s.* 10½*d.* in 5¼ years, at 3⅔ per cent. per annum?

2. A bill of £2110 is due 11 months hence; what is its present value at 6 per cent.?

3. What is saved by paying a debt of £205 16*s.* 8*d.* twelve months before, instead of six months after, it is due, interest and discount being at 4 per cent.?

SECTION VII.

1. Find the square root of 207936, and give your reasons for the process.

2. Extract the cube root of 27818127.

3. A cubical box contains 9261 cubic inches; find the expense of gilding it at 1½*d.* a square inch.

EUCLID AND ALGEBRA.

EUCLID.

1. Define a *problem*, a *theorem*, and a *deduction*; and give instances of each from the first book of Euclid.

2. What is an *axiom*?

Give instances of propositions in which the axiom "The whole is greater than its part" is used.

3. If one side of a triangle is produced, the exterior angle is greater than either of the interior opposite angles.

4. If two triangles have two angles of the one equal to two angles of the other, each to each, and the sides opposite to equal angles in each triangle be equal to each other, then shall the other sides be equal each to each, and also the third angle of the one to the third angle of the other.

5. To describe a square on a given right line.

6. Parallelograms on the same base and between the same parallels are equal to each other.

7. Shew that every parallelogram is divided into four equal triangles by its diagonals.

ALGEBRA.

The *solution* must in every instance be given *at full length.* A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

1. Find the value of

$$a - bd - (4c - b) + \frac{3}{2ab}(bc - ad)^2, \text{ when } a = 2,$$

$b = 3$, $c = 0$, $d = 1$.

2. Multiply $a^3 + a^2x + ax^2 + x^3$ by $a^3 - a^2x + ax^2 - x^3$, and prove the answer by division.

3. Find the greatest common measure of

$$x^3 - 5x^2 + 10x - 8, \text{ and } x^3 - 6x^2 + 13x - 10.$$

4. Find a number which, when multiplied by 4, becomes as much above 30 as it was originally below it.

5. $$\left.\begin{aligned} \frac{x}{a} + \frac{y}{b} &= 1 \\ \frac{x}{b} - \frac{y}{a} &= 1 \end{aligned}\right\} \text{ Find } x \text{ and } y.$$

6. A is 4 times as old as B: 6 years ago A was 7 times as old as B. Find their present ages.

DOMESTIC ECONOMY.

SECTION I.

1. Give an account of the method of teaching plain needlework in your school.

2. Specify the advantages of teaching needlework in classes.

3. How do you judge good hemming, seaming, stitching, gathering, button-holes? What are the common faults made in each?

SECTION II.

Write the notes of a lesson, as to a first class of intelligent girls, on—

1. Ventilation; *or*
2. Sweeping a bed-room and sitting-room; *or*
3. Scrubbing a floor.

SECTION III.

1. What are the chief purposes accomplished by food? Mention the different kinds of food by which each of these purposes is effected.

2. Describe, and compare the roasting and boiling of meat.

3. Write out the notes of a lesson on making bread.

SECTION IV.

What special instruction have you received during your apprenticeship in—

1. Needlework; *or*
2. Domestic industry.
3. Write out the notes of a lesson on the general management of a sick room.

SECTION V.

What is the best treatment of—

1. Scalds and burns; *or*
2. A sprain; *or*
3. Simple wounds?

SECTION VI.

Write the abstract of a lesson on—

1. Cleanliness; *or*
2. Neat and economical dress; *or*
3. The keeping of accounts.

GENERAL EXAMINATION

OF

NORMAL SCHOOLS.

CHRISTMAS, 1864.

NOTE.—Except where different directions are printed, the time allowed for each paper in the following series was *three* hours, and Candidates were restricted to *one* question in each section.

The questions marked with an asterisk (*) in certain of the first year's papers were specially noted for Acting Teachers.

MALE CANDIDATES—FIRST YEAR.

THE BIBLE.

SECTION I.

*1. What are the general physical features of the land of Palestine? Where are Mounts Hermon, Tabor, Carmel? and for what circumstances are they noted? (A small sketch map may be drawn.)

2. In the time of our Saviour, how was the Holy Land divided? and what were the portions respectively

under Pontius Pilate, Herod Antipas, and Herod Philip?

3. Name the provinces of Asia Minor in the time of the Apostles, giving the chief towns, mountains, and rivers of each, their boundaries, and their situation with respect to each other by the points of the compass.

SECTION II.

1. Relate the parables which are recorded in the Old Testament; and give the events to which they refer, with dates and names of persons engaged.

2. The political, social, and moral state of the kingdoms of Israel and Judah, in the time of Hezekiah and Hoshea, with an account of the mixed population placed in Samaria, by the King of Assyria.

*3. Explain the customs to which reference is made in these words from St. Luke's Gospel:—(1) 'He executed the priest's office in the order of his course' (i. 8.); (2) 'They brought him to present him to the Lord' (ii. 22.); (3) 'Annas and Caiaphas being high priests' (iii. 2.); (4) 'He went into the synagogue, and stood up for to read' (iv. 16.); (5) 'Go shew thyself to the priest, and offer for thy cleansing' (v. 14.); (6) 'He marvelled that he had not first washed before dinner' (xi. 38.)

SECTION III.

1. Compare St. Luke's account of the Sermon on the Mount with that given by St. Matthew; *or* the genealogies of our Lord, as given by these two Evangelists—the chief points of difference are to be mentioned, and the accounts given for this variation.

*2. Quote passages from the first half of St. Luke's Gospel, in which our Lord commends, (1) humility, (2) forgiveness of injuries, (3) self-denial, (4) liberality, (5) tenderness towards the erring, (6) importunity in prayer.

3. On what occasions did our Lord say these words?—

(1) Can the blind lead the blind? (vi. 39.)
(2) They that are whole, need not a physician. (v. 31.)
(3) Wisdom is justified of all her children. (vii. 35.)
(4) He that is not against us is for us. (ix. 50.)
(5) Let the dead bury their dead. (ix. 60.)
(6) Ye have taken away the key of knowledge. (xi. 52.)

SECTION IV.

1. Quote the first four verses of St. Luke's Gospel. What inferences may be drawn from them, as to (1) the

origin of the Gospels, (2) the position of the writers (including St. Luke), (3) the relation of written to oral instruction.

*2. Quote our Lord's testimony to the office of John the Baptist, and to his dignity, and explain it: also quote John the Baptist's testimony to our Lord. Why was our Lord baptized by John?

3. What were the occasions which gave rise to controversy between our Lord and the Pharisees, about the observance of the Sabbath? What are we to learn from them, as to the principles which should guide us in our observance of the Lord's Day?

SECTION V.

*1. Where are these places:—Bethel, Ramah, Bethlehem, Beersheba, Capernaum, Cæsarea Philippi, and Gadara? Mention the incidents of the Gospel history connected with the last three, succinctly.

2. Relate the miracle of our Lord in which the legion of devils was cast out into the herd of swine. What are we to learn from this latter event? Your answer must be suitable for the explanation of the passage to a class of children.

SECTION VI.

Write out the parable of the foolish rich man (xii. 15—21.) Make notes upon it, as for a lesson to a class, quoting other sayings of our Lord and his Apostles on the sin of 'covetousness.' Illustrate the succeeding phrase (Take no THOUGHT . . .) by the use of the word *thought* in other places.

CATECHISM AND LITURGY.

SECTION I.

* 1. Quote the three things promised in baptism. Explain the meaning of any words in your answer which would not be readily understood by children, and shew, by quotations from the New Testament, that every Christian is bound to these things.

2. Explain fully, as for children, all that may be included under the prohibition "to take the name of God in vain."

SECTION II.

* 1. What is meant by the article of the Creed, "He descended into hell"? How can it be said that our Lord was "three days and three nights in the heart of the earth"? (St. Matt. xii. 40).

2. Explain the words spoken of the Son of God, "Who hath redeemed me, *and all mankind.*" Give the full and exact meaning of "redemption," and shew how it differs from "sanctification." (This to be done in the simplest possible terms).

SECTION III.

* Write out the *Benedictus*, and make notes on it of explanations suitable for a class in a school.

SECTION IV.

* 1. What is the meaning of this verse in the Magnificat: "He hath filled the hungry with good things, and the rich He hath sent empty away"? What is the grammatical construction of the verse, "He hath scattered the proud in the imagination of their hearts"? and what does it mean?

2. Quote the Collect for Peace at morning prayer, beginning "O God, who art the author of peace and lover of concord." Explain clearly the meaning of the two sentences immediately following. Who are the "enemies" here intended? In what sense is this Collect always a suitable prayer?

SECTION V.

1. Quote precepts of Scripture which bid us meet together in public worship; pray for all in authority; and make contributions for works of charity. How does our Church provide for all these injunctions? How do we carry out the assertion "With the mouth confession is made unto salvation"? What kind of confession is here intended?

* 2. What parts of our morning and evening service are strictly *praise?* What is the meaning of "To *set forth* His most worthy praise"? Explain, in a form suitable for children, "Whoso offereth thanks and praise he *honoureth* me."

SECTION VI.

Write out notes for a lesson to children on "Prayer," its objects, illustrated by the practice of our Saviour; its manner, by the Prayer Book; its results, viz., how we may expect our prayers to be answered.

SHORTER CATECHISM.

Scotland.

SECTION I.

1. Prove from Scripture the Holiness and the Truth of God, and define those attributes.

2. Prove the personality of each of the three persons in the Godhead.

*3. What references are made in the Book of Psalms to the work of creation?

SECTION II.

1. Explain the meaning of "Original Sin;" and the connection of that doctrine with the religion of the Bible.

*2. What is implied in Christ being "made under the law?" and prove his perfect obedience to the Law.

SECTION III.

1. Prove that Justification is of Grace, and by Faith alone.

*2. Prove that the Commandments of God are daily broken, in thought, word, and deed.

SECTION IV.

1. Prove that Religion consists in keeping the Commandments of God, and give the promise thereto annexed.

*2. State fully what is required, and what is forbidden, in the ninth commandment.

3. Prove what is required of us under the Gospel that we may escape the penalty of sin.

SECTION V.

1. Explain how the whole Word of God is of use to direct us in Prayer.

*2. Give Scriptural examples of the practice of forgiveness of injuries.

3. State the doctrine implied in the fifth Petition of the Lord's Prayer, and the promises and warnings therewith connected.

GRAMMAR AND COMPOSITION.

Every Candidate is required to paraphrase one passage and to do the parsing in Section IV.

SECTION I.

1. What is meant by *number*, *gender*, and *case*? How many cases do you reckon of substantives? Account for the names given to them. What is the origin of the words *case*, *substantive*, *adjective*? Explain the grammatical terms *decline*, *conjugate*, *parse*.

* 2. Define *pronoun*. Explain the terms personal, demonstrative, relative, interrogative, indefinite, as applied to pronouns, and give examples of all, with any special usages which require to be noticed.

3. Define *mood, tense, person, voice,* as applied to verbs. Also the terms *auxiliary, transitive, intransitive, reflective, infinitive, conjunctive, potential, participle, active,* and *passive,* with examples of your meaning in each case.

SECTION II.

* 1. What are the different shades of meaning in these English past tenses, *I came, I was coming, I have spoken, I have been speaking, I had spoken, I had been speaking?*

2. Give instances of prepositions expressing relations of *recipient, agent, place, time, instrument, cause, manner.*

3. Explain the usages of the preposition *of. A man of worth, he is of age, some of us, eat of the fruit, the bravest of men, sure of hand, this of right is mine, he knows of this.* In each of these examples replace *of* by an equivalent word or words.

SECTION III.

1. How many declensions are there in Latin? Distinguish them by the genitive case. Write out, in all cases, plural as well as singular, *lapis.*

2. Make a list of Latin pronouns, shewing their analogy (if any) with English pronouns.

3. Write out the indicative mood, active voice, of *audio.*

SECTION IV.

* 1. Paraphrase this passage, parsing the words in italics.

"*It were* a wantonness, and would demand
Severe reproof, if we were *men whose* hearts
Could hold vain dalliance *with* the misery
Even of the dead; *contented* thence to draw
A momentary pleasure, never *marked*
By reason, barren of all future good."

WORDSWORTH, Exc., B. I., 626–631.

Or, 2. Paraphrase the following, parsing the words in italics:

"Sir, I feel
The story *linger* in my heart; I fear
'Tis long and tedious; but my spirit clings
To that poor woman:—so familiarly
Do I perceive her manner, and her look,
And presence, and so deeply do I feel
Her goodness, *that,* not seldom, in my walks
A momentary trance comes over me;

And to myself I seem to muse on *one*
By sorrow *laid asleep*;—or *borne* away,
A human *being* destined to awake
To human life, or *something* very near
To human life, when he shall come again
For whom she suffered."

WORDSWORTH, Exc., B. I., 777–790.

SECTION V.

* 1. Rewrite this passage in prose, breaking it up into several sentences, and paraphrasing only where it will make the meaning clearer:

"I well remember that those very plumes,
Those weeds, and the high spear grass on that wall,
By mist and silent rain drops silvered o'er,
As once I passed, into my heart conveyed
So still an image of tranquillity,
So calm and still, and looked so beautiful
Amid the uneasy thoughts which filled my mind,
That what we feel of sorrow and despair
From ruin and from change, and all the grief
That passing shows of Being leave behind,
Appeared an idle dream, that could maintain
Nowhere dominion o'er the enlightened spirit
Whose meditative sympathies repose
Upon the breast of Faith."

WORDSWORTH, Exc., B. I., 942–955.

2. Notice any grammatical peculiarities that you observe in the following lines:

(*a*) Most happy, if from aught discovered there
Of tender feeling, she might dare repeat
The same sad question. 898–900

(*b*) She walked with me along the miry road,
Heedless how far. 864–5.

(*c*) His triangles—they were the stars of Heaven,
The silent stars. 272–3.

(*d*) Sound needed none
Nor any voice of joy. 205–6.

SECTION VI.

1. Write in prose, not exceeding eight lines, a descriptive character of the Wanderer as he is represented to us by Wordsworth.

*2. Write a short and simple account of any manufactory, scene, or event, which you have yourself actually seen, and the description of which would be likely to interest your highest class.

SCHOOL MANAGEMENT.

No questions are specially indicated to Acting Teachers in this paper. They are advised to select those questions which appeal most directly to their actual experience.

Write the first line of your first answer as a specimen of copy-setting in *large text hand*, and the first line of your second answer as a specimen of copy-setting in *small hand*.

SECTION I.

1. What is the best way of teaching children to read at the commencement of their school life?

2. Describe the method of teaching reading to a large class. What is the object of simultaneous reading? When does it fail to be useful?

3. Do you give reading lessons as exercises in reading, or for the sake of imparting information? Sketch a scheme of a reading lesson of each kind.

SECTION II.

1. What is the advantage of a spelling book? What are its disadvantages?

2. The best means of correcting an exercise in dictation given to a large class.

3. In the case of children who find great difficulty in spelling correctly, what special means would you take to remedy the defect?

SECTION III.

1. What are the relative advantages of copies on the black board, printed copies, and copy books, in teaching writing?

2. A boy is brought to school who, from age and other acquirements, should go into a high class, but his writing is very bad; what will you do with him?

3. What are the disadvantages of teaching children to write first of all on slates? Should they be allowed to "paint" the letters? Will this teach them to use a pen when they write on paper?

SECTION IV.

1. A second or third class is found to be very deficient in "numeration"; what method should be adopted to remedy this defect, without neglecting progress in higher rules?

2. How would you begin to teach short division? *or*, having taught the children to divide by one figure mechanically, write notes for a short lesson teaching them the meaning of the process.

3. Is any advantage gained by teaching addition and subtraction *together?* Is it likely to be successful (1) with beginners; (2) when passing to higher rules, such as "fractions"?

SECTION V.

1. Give directions to a pupil teacher who is about to hear a junior class read.

2. In what subjects will *oral* teaching be (1) necessary; (2) advantageous?

3. A pupil teacher is about to leave you to take charge of a small mixed rural school of 60; tell him how to organize it.

SECTION VI.

In teaching spelling from dictation, it is important that the teacher be careful about his pronunciation, and that he should give out clear vowel sounds.

Illustrate this by making a table to shew the different sounds of the same vowels; *e.g.*, there are eight different sounds of letter (a); give instances, and so on for the other vowels.

SECTION VII.

N.B.—This section may be omitted by students who are proceeding to a second year's residence.

What are the registers required to make accurate returns to the Committee of Council in inspected schools? Give a specimen page of each.

How do you find the average attendance for the year?

BRITISH HISTORY.

Candidates who confine themselves to the Questions in Scottish History will not obtain full marks for this paper.

SECTION I.

1. The results and traces of the occupation of Great Britain by the Romans.

* 2. The events of the reign of Edward the Confessor.

3. The dispute about 'Investiture' in the reign of Henry I.

Or (in Scotland only),

The invasion of England in the reign of William II. ending in the death of Malcolm.

SECTION II.

* 1. The events of the reign of King John.

2. The wars with Scotland in the reign of Edward II.

3. Some account of the Charter of the Forests, the Statute of Mortmain (Edw. I.), the Statute of Tallage (Edw. I.), the Statute of Provisors (Edw. III.)

SECTION III.

1. The rise of the Lollards, their tenets, and the principal people connected with them.

2. The wars, and political connexion with Scotland in the reign of Henry VIII.

* 3. The history of Mary Queen of Scots,

Or The political relations of England and Spain in the reign of Queen Elizabeth.

SECTION IV.

1. The history of colonization in America, from the time of James I. to George II.

* 2. The chief points in dispute between Charles I. and his first three parliaments.

3. The Habeas Corpus Act: What is it? Wherein consists its political importance? Give the history of its introduction, and its principal provisions.

SECTION V.

1. The chief events of Queen Anne's reign.

* 2. The rise of British Power in India.

3. The war with the United States in the present century, and the causes which led to it. What were the "Berlin decrees?"

SECTION VI.

Make notes on the following passage, to explain what would be necessary for a class who had just read it:—

"There fell in the battle of Crécy forty thousand of the French, including many of the chief nobility and twelve hundred knights, while the English lost only one esquire, three knights, and a few of inferior rank. This was owing chiefly to the prudence and calmness of the King of England, and the excellent manner in which he posted his men. The King of Majorca and the King of Bohemia were slain in the battle of Crécy. The fate of the latter was remarkable. He was blind from age; but being resolved to hazard his person, and set an example to others, he ordered the reins of his bridle to be tied on each side to the horses of two gentlemen of his train; and his body and those of his attendants were afterwards found among the slain with their horses standing round them in that position. His

crest was three ostrich feathers; and his motto the German words *Ich Dien*, "I serve," which the Prince of Wales and his successors adopted in memorial of the glorious victory."

Graduated Reading-Lesson Books. Book iii. pp. 274, 5.

GEOGRAPHY.

SECTION I.

Draw a map of Asia;
France; *or*
* Ireland.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION II.

Describe the coast line of the Mediterranean; *or*
The river system of France; *or*
* The mountain system of Great Britain.

SECTION III.

* 1. Describe the main physical features of the South American continent, giving the mountain ranges and rivers.

2. Give the limits, chief towns, and principal productions, of the empire of Brazil.

SECTION IV.

1. The changes which have taken place in the political divisions of South America.

2. The chief articles of commerce between England and Brazil.

SECTION V.

1. Some account of the original European conquest of Peru.

2. The exports and imports from Chili and Peru, and a list of principal seaports on the western coast of South America.

3. A description of the animal and vegetable productions of the great plains of South America.

SECTION VI.

* Make notes on the following passage, supposing you were to give a lesson on it to a class:—

"Just half a century ago (1810), London began to be lighted with gas, which was the first attempt to bring it into the streets and buildings of a city, although

one or two individuals had so lighted their houses some years earlier. Gas-lighting, then, is entirely a modern achievement. Curiously enough, however, the Persian fire-worshippers have been burning marsh-gas (the chief ingredient in coal-gas) as it issues from the ground for some forty centuries. The Chinese have done the same, but they have used it for light and heat to their salt-works, instead of for altar-fires. There is a village in America, and another in England, which either are or can be lighted with the same gas, owing to the profusion with which it exhales from the ground."

Constable's Educational Series, Fifth Reading Book, p. 288.—Ed^{n}. 1860.

EUCLID.

Acting Teachers are not obliged to take this Paper.

SECTION I.

1. Describe an equilateral triangle on a given finite straight line.

Describe an isosceles triangle on a given base, whose sides are double the base.

2. On the same base, and on the same side of it, there cannot be two triangles which have their sides terminated in one extremity of the base equal to one another, and likewise those which are terminated in the other extremity.

Why is this proposition required?

3. Bisect a given straight line.

Through two given points on opposite sides of a given straight line, draw two straight lines which shall meet in the given line, and be equal to one another.

SECTION II.

1. Draw a straight line perpendicular to a given straight line, from a given point without it.

P, Q are two points on the same side of a line AB, find X in AB, so that the angle PXA shall be equal to the angle QXB.

2. If two straight lines cut one another, the vertical angles are equal.

If four straight lines meet in a point so that the opposite angles are equal, those straight lines are two and two in the same straight line.

3. Draw a triangle of which the sides shall be

equal to three given straight lines, any two of which are greater than the third.

The sum of the distances of any point from the three angles of a triangle is greater than half the sum of the sides of the triangle.

SECTION III.

1. If two triangles have two angles of the one equal to two angles of the other, and the side between them equal in each, the third angle of one shall be equal to the third angle of the other.

How many cases of equality of triangles are considered in the first 26 propositions of Book I.? and how many remain to be examined?

2. Draw a straight line through a given point parallel to a given line.

Any straight line parallel to the base of an isosceles triangle makes equal angles with the sides.

3. The angles of a triangle are together equal to two right angles.

Construct an isosceles triangle having each of the angles at the base four times the vertical angle.

SECTION IV.

1. Triangles on the same base, and between the same parallels are equal.

The straight line which bisects two sides of a triangle is parallel to the base.

2. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

ABC is a given triangle; make a triangle of equal area, having its base in the same straight line with AB, and its vertex in a given straight line parallel to AB.

3. Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

Bisect a given quadrilateral by a straight line drawn through a given angular point.

SECTION V.

1. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by the two sides is a right angle.

ABCD is a rectangle; P any point; Join PA, PB, PC, PD; the squares on PA, PC, are equal to the squares on PB, PD.

2. If a straight line be divided into any two parts, the square of the whole line and of one of the parts are equal to twice the rectangle contained by the whole and that part together with the square of the other part.

Make a rectangle equal to the difference of two given squares.

3. If a straight line be divided into two equal, and also into two unequal parts, the squares of the two unequal parts are double of the square on half the line, and of the square on the line between the points of section.

SECTION VI.

1. Describe a square equal to a given rectilineal figure.

2. The sum of the squares on the sides of a parallelogram is equal to the sum of the squares on the diagonals.

3. In a triangle whose vertical angle is a right angle, a straight line is drawn from the vertex perpendicular to the base: show that the square of this perpendicular is equal to the rectangle contained by the segments of the base.

MALE CANDIDATES—SECOND YEAR.

THE BIBLE.

Acts of the Apostles.

SECTION I.

1. What was the office of "Captain of the Temple" (Acts iv. 1)? Was there any reason why he should have had a prominent part in these proceedings?

2. What was the controversy which was settled in the Council of Apostles at Jerusalem (xv.)? How did the question arise? How was the direction observed in the case (1) of Timothy, (2) of Titus?

3. Give a brief abstract of St. Stephen's speech. Whence is taken the passage quoted from the Prophets? In what respects does it differ from the words of the Old Testament? What was the "tabernacle of witness"? Why was it so called?

SECTION II.

1. Give an account of Felix. Was there any special reason why he should wish to show favour to the Jews? What indications are there in the Acts of the Apostles

of different classes of Roman governors with different titles?

2. Illustrate from the Acts of the Apostles the importance always attached to the Resurrection of Christ as declaring our Lord to be the Son of God (Rom. i. 4).

3. Collect all that is said in the Acts of the Apostles of the growth of the Church in Ephesus. What more do we know about it from the Epistles or the Apocalypse?

SECTION III.

Acts xviii., 1—6.

"After those things, Paul departed from Athens, and came to Corinth, and found there a certain Jew named Aquila, born in Pontus, lately come from Italy, with his wife Priscilla; (because that Claudius had commanded all Jews to depart from Rome:) and came unto them. And because he was of the same craft, he abode with them, and wrought: for by their occupation they were Tent-makers. And he reasoned in the synagogue every sabbath, and persuaded the Jews and the Greeks. And when Silas and Timotheus were come from Macedonia, Paul was pressed in the spirit, and testified to the Jews that Jesus was Christ. And when they opposed themselves, and blasphemed, he shook his raiment, and said unto them, 'Your blood be upon your own heads; I am clean; from henceforth I will go unto the Gentiles.'"

Make notes on this passage, supposing it to have been read by a class of children: you must explain what might be a matter of difficulty to them in the substance or in the form of words.

The Epistles to Timothy and Titus.

SECTION IV.

1. Where and when was the First Epistle to Timothy probably written? Give reasons for your answer. What is known of Hymenæus and Alexander?

2. What is meant by "fables and endless genealogies" (1 Tim. iv. 14); "oppositions of science" (vi. 20); "bodily exercise" (1 Tim. iv. 8); "the gift that was given thee by prophecy" (1 Tim. iv. 14)? What is the "honour" due to widows, and "double honour" to elders? Quote the passages.

3. What rules does St. Paul give about intercessory prayer (1 Tim. ii.); about the offices of "bishop" and "deacon" (iii.); of widows and elders (v.)?

SECTION V.

1. When were the Second Epistle to Timothy and the Epistle to Titus probably written? Give reasons for your answer.

2. What is known of Phygellus, Hermogenes, Onesiphorus, Philetus, Demas, Tychicus, Linus?

3. How does St. Paul describe those who should hereafter subvert the Faith? Quote the words, and explain peculiarities of expression.

SECTION VI.

1. Quote all the passages in these Epistles where mention is made of "the Scriptures." Did they include Scriptures of the New Testament? If so, how much of them?

2. Explain these passages: "to ordain elders in every city;" "who subvert whole houses;" "a man that is an heretic after the first and second admonition reject, knowing that he that is such is subverted and sinneth, being condemned of himself" (Titus).

3. Give an analysis of the Epistle to Titus; *or*

Describe the general features of the three Pastoral Epistles.

THE BOOK OF COMMON PRAYER.

SECTION I.

1. From whence was the Psalter in the Book of Common Prayer translated, or adopted? Quote some instances where it differs from King James's version.

2. What changes have taken place in our Communion Office since the accession of Edward VI.?

SECTION II.

1. Give an account of the Service for the Visitation of the Sick.

2. Select expressions from the Litany which children might misunderstand, or not understand at all, and explain them.

SECTION III.

Give an analysis of the Catechism, and quote words and phrases which would require special explanations.

SECTION IV.

1. What is the meaning of 'church militant,' 'to minister justice indifferently,' 'an hinderer or slanderer of His Word,' 'ghostly counsel,' 'which we *most grievously*

have committed'? Explain fully the words *sacrifice*, *oblation*, and *satisfaction*.

2. What is the object of the 'seasons of Lent and Advent'? Prove your answer to be correct by quotations from the Prayer Book, or by reference to the character of the services. What examples are there of fasts in Scripture? What precepts on the subject in the New Testament? Are they of universal obligation? What is St. Paul's doctrine on this subject?

SECTION V.

Your answers to either of these questions to be simple, and intelligible to children.

1. Explain these sentences in the Psalms:—Ps. xxxvi. 1, "My heart sheweth me the wickedness of the ungodly"; Ps. xxxvi. 9, "With thee is the well of life, and in thy light shall we see light"; Ps. xxxix. 4, "My heart was hot within me, and while I was thus musing, the fire kindled"; Ps. xl. 8, "Sacrifice and meat offering thou wouldest not, but mine ears hast thou opened."

2. Explain these sentences in the Psalms: "They turned their backs and fell away like their forefathers, starting aside like a broken bow, Ps. lxxviii. 58; "I have said, ye are gods," Ps. lxxxii. 6; "They will go from strength to strength," Ps. lxxxiv. 7; "Mine horn shall be exalted, like the horn of an unicorn," Ps. xcii. 9.

SECTION VI.

How would you explain to children the vindictive imprecations in the Psalms, and the exultation over the downfal of enemies? Quote the Christian precepts and the prayers in the Litany which clash with these expressions in their primary meaning. Is there any instance of our Lord inflicting punishment? Why, and when?

SHORTER CATECHISM.

Scotland.

SECTION I.

1. Enumerate the benefits in this life of the Covenant of Grace.

2. Prove that Christ is the only Redeemer; and that in him the Divine and Human natures were combined.

3. Prove Christ's office of a Priest in making con-

tinual intercession for us; also, the work of the Holy Spirit in making us partakers of the redemption purchased by Christ.

SECTION II.

1. Explain the words of the Catechism "with full purpose of and endeavour after new obedience;" and give some Scripture texts regarding Repentance.

2. Give the words of the Catechism that refer to the Prayer of Faith in Jesus Christ; and the promise thereto annexed.

SECTION III.

1. Explain how the Sacraments become effectual means of salvation.

2. Explain what is meant by those that would worthily partake of the Lord's Supper "examining themselves of their knowledge to discern the Lord's body,"—with Scripture references.

SECTION IV.

1. Describe, in the words of Scripture, the duty of Faith in Jesus Christ; and the promise thereto annexed.

2. Show, from Scripture, what are the offices of the "Comforter which is the Holy Ghost."

3. Prove the outward means by which Christ communicates the benefits of Redemption.

SECTION V.

1. Explain fully the duty of obedience to the revealed Will of God, in connection with the question "What did God at first reveal to man for the rule of his obedience?"

2. Quote some of the promises and warnings connected with the first Commandment.

3. Explain the duties of praying *with*, and of praying *for*, others,—with Scripture references.

GRAMMAR AND COMPOSITION.

You may answer *all* the Questions in either (not both) of the *first two* sections, and not more than *one* Question in each of the succeeding four sections.

For Candidates in England and Scotland.

SECTION I.

SHAKSPEARE—KING HENRY V.

"Treason and murder, ever *kept* together,
As two yoke-devils sworn to *either's* purpose,
Working *so* grossly in a natural cause,
That admiration did not whoop at *them:*

But thou, 'gainst all proportion, didst bring in
Wonder, to wait on treason and on murder:
And whatsoever cunning fiend it was,
That *wrought* upon thee so preposterously,
Hath got the voice in hell for excellence:
And *other* devils, that suggest by treasons,
Do botch and bungle up damnation
With patches, colours, and with forms *being* fetched
From glistering semblances of piety;
But he, that temper'd thee, bade thee stand up,
Gave thee no instance why thou *shouldst do* treason,
Unless to dub thee with the name of traitor."—

Act ii. Scene ii.

1. Paraphrase this passage.
2. Analyse from "And whatsoever" to "traitor."
3. In how many different ways can the word *as* be parsed? Construct instances, or quote them from this play to illustrate your meaning.
4. Parse the words in italics.

SECTION II.

Milton's Paradise Lost, Book I.

"But He, who reigns
Monarch in heaven, till then as one secure
Sat on his throne, upheld by old repute,
Consent, or custom; and his regal state
Put forth at full, but still his strength concealed,
Which tempted our attempt, and *wrought* our fall.
Henceforth his might we know, and know our *own;*
So *as* not either to provoke, or *dread*
New war *provoked:* our better part remains
To work in close design, by fraud or guile,
What force effected not: that he no *less*
At length from us may find, who overcomes
By force *hath* overcome but half his foe."—637–649.

1. Paraphrase this passage.
2. Analyse from "Henceforth his might" to end.
3. In how many different ways can *as* be parsed? Construct instances, or quote them from Milton.
4. Parse the words in italics.

SECTION III.

1. Paraphrase this passage:

"There is some soul of goodness in things evil,
Would men observingly distil it out;
For our bad neighbour makes us early stirrers,
Which is both healthful and good husbandry:

Besides, they are our outward consciences,
And preachers to us all; admonishing,
That we should dress us fairly for our end."

SHAKSPEARE'S *Henry V.*, Act iv. Sc. i.

Or,

Give the substance of the king's soliloquy on the cares of the regal state (Act iv. Sc. i.) succinctly from memory.

2. Paraphrase this passage:

"What though the field be lost?
All is not lost; the unconquerable will,
And study of revenge, immortal hate,
And courage never to submit or yield,
And what is else not to be overcome;
That glory never shall his wrath or might
Extort from me."

MILTON'S *Paradise Lost*, Book I., 105—111.

Or,

Give an account of all the chief leaders of the fallen angels, and the places where they were worshipped as idols.

SECTION IV.

1. Describe the peculiarities of Fluellen, and the character of 'Ancient Pistol.'

Or,

Give the substance of the Archbishop's argument (Act i.) in support of Henry's claim to the Throne of France.

2. How does Milton describe the building of Pandemonium? Twice in B. I. he mentions the 'Pygmæan race:' who were they? Give the two places referred to. What comparisons are made for the following:—the angels lying fallen, their sudden rising up, their swarming into Pandemonium?

SECTION V.

1. Write a letter shewing how some of the sayings of vigorous writers become household words, and give instances of the kind from Shakspeare's plays, particularly Henry V., or from Milton.

Or,

2. Write a letter describing the state of affairs in North America, from a settler who emigrated from England about ten years ago.

SECTION VI.

1. Illustrate this rule: "when one verb follows another, it is in the Infinitive Mood." When must *to* be used? How is *to* to be parsed before an Infinitive?

2. "The present participle may be used as a substantive." Give instances. *The house was building.* Is this phrase correct? if it be, explain it; if it be not, how do you account for the usage?

3. 'After,' and 'but' may be used as prepositions, conjunctions, or adverbs. Give instances of each.

For Candidates in Scotland ONLY.

Alternative to Sections I., II., III., and IV.

You may translate *either* (not *both*) of the passages given; and you *must* attempt the parsing of the words in the passage you translate; you may then answer all or any of the subsequent questions; but translation *only* will gain *no* marks if grammatical questions remain unanswered.

SECTION VII.

Translate into English—

"Septimo oppugnationis *die*, maximo coorto vento, ferventes fusili ex argilla glandes fundis, et fervefacta jacula, in casas, quæ *more* Gallico stramentis erant *tectæ*, jacere cœperunt. *Hæ* celeriter ignem comprehenderunt, et venti *magnitudine* in omnem castrorum locum *distulerunt*. Hostes maximo clamore insecuti, quasi *parta* jam et explorata victoria, turres testitudinesque agere, et scalis vallum adscendere cœperunt. At tanta militum virtus, atque ea præsentia animi fuit ut, quum undique *flamma* torrerentur, maximaque telorum multitudine *premerentur*, suaque omnia impedimenta atque omnes fortunas conflagrare intelligerent, non modo demigrandi *causa* de vallo *decederet* nemo, sed pæne ne respiceret quidem quisquam; ac tum omnes acerrime fortissimeque pugnarent."

Cæsar, B. G., B. v., 43.

Parse (with accidence and syntax) the words printed in italics.

SECTION VIII.

(a) Translate into English—

"Una *omnes* ruere, ac totum *spumare*, reductis
Convulsum remis rostrisque tridentibus, æquor
Alta petunt: *pelago credas* innare revulsas
Cycladas, aut montes concurrere *montibus* altos:
Tanta *mole* viri turritis puppibus instant.

ITISH HISTORY.

ver Questions in *one* Section only.

N I. (Before A.D. 1272.)
own of the religious institutions of
? What traces are there now of
oms?
tion of Christianity into Britain.
f the kingdoms of the Heptarchy.
may be drawn).
the reign of Ethelred the Unready,

of the Feudal System. Explain
ne land, fealty, homage, primer

bject, and chief articles of the
ndon.
en Henry III. and his Barons.

To the Battle of Bosworth.)
Sir William Wallace.
the institution of the Knights
pression.
es of the Treaty of Bretigny, and
h dominion at this time, (1360).
at the commencement of the

im of Henry V. to the throne,
m of Edward IV.
Joan of Arc.
of the reign of Richard III.

he Death of Queen Elizabeth.)
was made towards constitutional
eriod? What was the general
ents? Account for it from the
ears.
to the throne in the reign of

for the Divorce of Henry VIII.
Aragon.
rotector Somerset.
reign alliances and foreign wars.
Mary Queen of Scots.
ommerce during the latter part

How should the Registers be constructed, so as to give all the particulars required by the Committee of Privy Council on Education, with the greatest accuracy, and the least delay?

Having found your average annual attendance for the whole school, how will it be affected by finding that some of the children are not of that class for whose education public aid is offered by the Government?

SECTION II.

1. What are the subjects in which children are to be examined under each standard?

2. What are the circumstances under which the Capitation Grant, earned by examination and attendance of the children, is liable to diminution?

3. What is the best way to secure steady progress throughout the school? how do you propose to ascertain that this progress is being made? and what evidence of it will you prepare for the managers?

SECTION III.

Write down a Time Table for one of these cases—

(1) A school of 100 children (average attendance)—one master, and one Pupil Teacher. Shew how it would be modified, if the pupil teacher's place became suddenly vacant.

(2) A school of 150 children (average attendance) of all ages—one master, and one assistant master.

SECTION IV.

1. What are the advantages of Home Lessons? Under what circumstances would you drop them? State the work you would give to boys of different ages, and attainments.

2. State the arguments for and against giving 'Collective Lessons' to the whole school. What is your own conclusion?

3. What offences require expulsion? what offences require corporal punishment? If your managers do not allow corporal punishment, what will you substitute for it?

SECTION V.

Write a short dissertation on the importance and the method of forming habits of neatness and order.

BRITISH HISTORY.

You are to answer Questions in *one* Section only.

SECTION I. (Before A.D. 1272.)

1. What is known of the religious institutions of the Ancient Britons? What traces are there now of their habits and customs?

2. The introduction of Christianity into Britain.

3. The extent of the kingdoms of the Heptarchy. (A slight sketch map may be drawn).

4. The events of the reign of Ethelred the Unready, 978—1015.

5. An account of the Feudal System. Explain the terms fief, demesne land, fealty, homage, primer seisin, escheat.

6. The origin, object, and chief articles of the Constitutions of Clarendon.

7. The war between Henry III. and his Barons. (1265).

SECTION II. (To the Battle of Bosworth.)

1. The history of Sir William Wallace.

2. An account of the institution of the Knights Templars, till their suppression.

3. The chief articles of the Treaty of Bretigny, and the extent of the English dominion at this time, (1360).

4. The insurrection at the commencement of the reign of Richard II.

5. Discuss the claim of Henry V. to the throne, also the subsequent claim of Edward IV.

6. The history of Joan of Arc.

7. The chief events of the reign of Richard III.

SECTION III. (To the Death of Queen Elizabeth.)

1. What progress was made towards constitutional liberty in the Tudor period? What was the general character of the Parliaments? Account for it from the history of the previous years.

2. The pretenders to the throne in the reign of Henry VII.

3. The proceedings for the Divorce of Henry VIII. and Queen Catherine of Aragon.

4. The history of Protector Somerset.

5. Queen Mary's foreign alliances and foreign wars.

6. The history of Mary Queen of Scots.

7. The growth of commerce during the latter part of this period.

SECTION IV. (To the year 1660.)

1. The affairs of Scotland and Ireland in the reign of James I. The Articles of Perth, the Colonization of Ulster.

2. The Petition of Right.

3. The history of Charles I. from his surrender to the Scottish army, to his death.

4. Cromwell's campaigns in Ireland.

5. An account of the "Instrument of Government," and the "Humble Petition and Advice."

6. The state of the country under the Commonwealth with respect to religion, local administration, and prosperity.

7. An account of Richard Cromwell, and Monk Earl of Albemarle.

SECTION V. (To the year 1789.)

1. The several plots in the reign of Charles II.

2. The attempts made in the reign of Charles II. to change or limit the succession to the throne.

3. The careers of Monmouth and of Jeffreys.

4. The trial of the seven Bishops.

5. The power of the Crown in the reign of William III.

6. The arguments in favour of the Treaty of Utrecht, and those against it.

7. Parliamentary proceedings in Queen Anne's reign in the matters of Conformity, Qualification of members, and the Impeachment of Sacheverell.

8. The rebellion of 1745.

SECTION VI. (To the year 1815.)

1. The victories of Howe, Jervis, and Duncan.

2. The Union of Ireland, the events which led to it, and the conditions agreed upon.

3. The chief events of Mr. Addington's Ministry.

4. The chief military events in Spain in 1810 and 1811.

5. The war with the United States in 1812—1814.

6. A character of William Pitt; *or* Charles James Fox.

7. Discuss the right of England to tax her colonies.

8. Trace the descent of Her Majesty Queen Victoria from Henry VII.

GEOGRAPHY.

SECTION I.

Draw a map of—

1. Ireland;
2. Canada; *or*
3. The West Indies, marking British possessions.

N.B.—Places must not be *indicated* by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION II.

Describe, *in words*,—

1. The coast lines of the English Channel; *or*
2. The basin of the Thames; *or*
3. The coast line of Scotland.

SECTION III.

1. The history, government, and commerce of Tasmania.

2. What other settlements or dependencies of Great Britain are there in Asia and its surrounding islands besides Hindostan? Give an historical account of each, and the reasons of their importance.

3. The English settlements in South America or belonging thereto, and in the Pacific Ocean.

SECTION IV.

1. An account of the Silk Trade or the Tea Trade.
2. A full account of the articles we import from the
3. The commercial products of Canada, and the other parts of British North America.

SECTION V.

Draw up notes for a lesson to your Pupil Teachers on:

1. The mineral products of Great Britain; *or*
2. The chief fisheries in which our people are engaged; *or*
3. The history of the rise and progress of British Rule in India.

SECTION VI.

Make notes on the following passage, supposing it to have been read by a class; and shew how you would secure their full comprehension of it:

"The South American Steppes form the boundary of a partial European cultivation. To the North, between the mountains of Venezuela and the Caribbean Sea, we find commercial cities, neat villages, and carefully cul-

tivated fields. Towards the South, the Steppe terminates in a savage wilderness. Forests, the growth of thousands of years, fill with air-impenetrable fastnesses the humid regions between the Orinoco and the Amazon, massive leaden-coloured granite rocks narrowing the bed of the foaming rivers: mountains and forests resound with the falling of the waters, with the roar of the tiger-like jaguar, and with the melancholy rain-announcing howlings of bearded apes."

Humboldt in *Graduated Series*, B. V., p. 120.

SECTION VII.

1. What is the projection of the Sphere, which is best suited for a map of the world?

2. What is the *Ecliptic?* the *Zodiac?* Explain this statement:—'At the vernal equinox the sun enters the first point of Aries, and for six months his declination is northern.'

EUCLID.

SECTION I.

1. Find the centre of a given circle.

Find the centre of a semi-circle.

2. If two circles cut one another, they shall not have the same centre.

What restriction is necessary to make this absolutely true?

3. If a point be taken without the circumference of a circle, shew that the shortest line that can be drawn from it to the circumference, is that which being produced, passes through the centre.

Find the shortest distance from one given circumference to another which does not intersect it.

SECTION II.

1. The diameter is the greatest straight line in a circle.

Through a given point within a circle, draw the shortest possible chord.

2. If a straight line touch a circle, the centre of the circle shall be in the line drawn at right angles to the straight line touching the circle through the point of contact.

Draw a straight line to touch each of two given circles.

3. The opposite angles of any quadrilateral figure, inscribed in a circle, are equal to two right angles.

When can a quadrilateral figure have a circle inscribed in it?

SECTION III.

1. Bisect a given circumference.

Trisect the circumference of a circle.

2. The angle in a semi-circle is a right angle.

If two chords of a circle meet at a right angle, within or without a circle, the squares on their segments are together equal to the square of the diameter.

3. From a given circle, cut off a segment containing an angle equal to a given rectilineal angle.

If two circles touch each other, any straight line drawn through the point of contact, will cut off similar segments.

SECTION IV.

1. If from any point without a circle, two straight lines be drawn to cut the circle, the rectangles contained by the whole lines and the parts of them without the circle, are equal to one another.

Two circles intersect, shew that the common chord produced bisects the common tangent.

2. In a given circle inscribe a triangle, equiangular to a given triangle.

If the side of the inscribed triangle be double the side of the given triangle, how much larger is the second triangle than the first?

3. Inscribe a circle in a given triangle.

Describe a circle which shall touch a given circle, and two given straight lines which themselves touch the given circle.

SECTION V.

1. Describe a circle about a given square.

Describe a circle about a given rectangle.

2. Describe an isosceles triangle having each of the angles at the base double of the third angle.

On a given straight line or base describe an isosceles triangle, having the third angle treble of each of the angles at the base.

3. In a given circle, inscribe a triangle whose angles are as the numbers 2, 5, 8.

SECTION VI.

1. Describe a circle which shall pass through two given points, and touch a given circle.

2. If the diagonals of a parallelogram are equal, all its angles are equal.

3. Construct a square equal to the difference of two given squares.

ECONOMY.

SECTION I.

* Write notes for a lesson to children on the articles used in clothing; the places from which we procure them; and the processes used in preparing them.

SECTION II.

*1. Why is exercise necessary to maintain good health?

2. Explain the evil consequences of damp clothes and damp dwellings: and give a full account of the regulations which should be adopted in schools to prevent them.

SECTION III.

*1. Explain the construction and action of a common pump.

2. What are the chief tools used by a carpenter, or a blacksmith?

Sketch them and state the use of each.

3. Describe the different kinds of weighing machines. What are the requisites of a good balance? How could you detect a false balance in a shop?

SECTION IV.

1. Describe the manufacture of bread. Why is cooked food more wholesome than raw? Are any minerals used for food; or as condiments? What is meant by 'condiment'?

*2. Write short notes of a lesson on 'temperance.'

SECTION V.

1. What constitutes the value of labour? Why have men different wages in different trades?

What regulates the rate of wages in different places and at different times in the same trade?

2. What are 'Benefit Clubs'? What is the legitimate use of the funds? What is meant by 'Strike' and 'Lock-out'? Are combinations to regulate wages by masters or workmen consistent with the principles of Political Economy?

SECTION VI.

1. What are the effects of the introduction of machinery on labour?

Give instances from railroads and agricultural machines.

2. What rules the interest of money? What are 'Consols,' 'Exchequer Bills,' 'Bank Stock'? What is the 'Balance of Trade'?

MENTAL ARITHMETIC.

TWENTY MINUTES *allowed for this Paper.*

You are to enter the answer in the space (_____) left for it, after each question. Nothing is to be written on this paper, except the particulars required in the above Table, and the answers to the questions below. NO ERASURES OR ALTERATIONS ARE PERMITTED. *They will be marked as errors.*

1. $[-(5 \times 13) + (7 \times 8) + 3(19 - 8)] \div 6 =$ (_____).
2. 18432 articles at 6*s.* 8*d.* each = (_____).
3. 5944 cwt. at 2*s.* 6*d.* per quarter = (_____).
4. 4796 articles at 17*s.* 6*d.* each = (_____).
5. 720 articles at 2*s.* 7½*d.* each = (_____).
6. 198 articles at 3*s.* 9¼*d.* each = (_____).
7. $484 \times 125 =$ (_____).
8. $43279 \times 111 =$ (_____).
9. $89042 \div 125 =$ (_____).
10. Divide £2 5*s.* 7½*d.* by 365 = (_____).
11. Yearly income [365 days] at 3*s.* 10*d.* per day = (_____).
12. The square of 796 = (_____).
13. Square root of 32 to 2 places of decimals = (_____).
14. 8 cwt. 1 qr. 7 lbs. at 13*s.* 4*d.* per quarter = (_____).
15. 1 cwt. 2 qrs. 14 lbs. at £8 16*s.* 8*d.* per cwt. = (_____).
16. Simple interest on £234 7*s.* 6*d.* at 5 per cent. = (_____).
17. Simple interest on £360 16*s.* 8*d.* at 4 per cent. = (_____).
18. Amount of £10 6*s.* 8*d.* at 4 per cent. per annum for 20 years (simple interest) = (_____).
19. True discount on £430 11*s.* 9*d.* at five per cent. = (_____).
20. True discount on £56 7*s.* 9*d.* at 4 per cent. = (_____).
21. The greatest common measure of 325, 1456 = (_____).
22. Find a fourth proportional to 156, 120, 65 = (_____).
23. $\frac{11}{23} \times \frac{14}{15} \times \frac{25}{54} \times \frac{9}{20} =$ (_____).
24. $(\frac{1}{2} + \frac{5}{9} + \frac{2}{4} + \frac{1}{3}) \times \frac{18}{7} \times$ £2 17*s.* 4*d.* = (_____).

N.B.—As this exercise presented unusual facilities for copying, other similar, but not absolutely identical, papers were distributed among the Candidates.

ARITHMETIC.

TWO *hours and a* HALF *allowed for this Paper.*

Students **are not permitted to answer more than *one* Question in each of the first seven Sections.**

The *solution* must in every instance be given *at full length*. A correct answer, if unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

***1. Express in figures twenty millions two thousands two hundreds and two (one amount), and in words 100010079.**

***2. A boy has £5 given him, out of which he has to buy 69 yards of cord at 2½*d.* per yard, 47 pounds of brown sugar at 4¾*d.*, and to pay two bills, one of 11*s.* 3*d.* and the other of 1*s.* 9¼*d.* He is to bring home the change in three equal parts, consisting respectively of sixpenny, fourpenny, and threepenny pieces; how many pieces of each sort must he bring?**

***3. If tea, when bought by the ounce, costs 2½*d.*, but can be bought by the pound at 3*s.* 1*d.*, what will be the saving upon 13lbs. bought in the latter way?**

***4. If a workman's wages are at the rate of 15*s.* per week, but during 14 weeks he is unable to work altogether, during 7 weeks he is able to work only half time, and during 5 weeks only 1 day per week; how much will he have earned in the year?**

***5. Write out *square measure*. State the means by which you would explain the difference between *square* and *long measure* to a class.**

*** 6. Find the values of**

13 lbs. 3 oz. of cheese, at 8*d.* per lb.
9 yards 5 nails of calico, at 1*s.* per yard.
11 gallons 7 pints of beer, at 1*s.* 2*d.* per gallon.
7 cwt. 3 qrs. 14 lbs. of coal, at 1*s.* per cwt.

SECTION II.

***1. Find the value of**

[21946232 ÷ 6196] — [248713373271 ÷ 82164973].

2. If the distance of the earth from the sun be 100 millions of miles, and light travels from the sun to the earth in 8⅓ minutes, what is the ratio of the velocity of light to that of a cannon ball moving 1500 feet per second?

3. Find the greatest common measure of 1908, 936, 630, 21294, 306.

SECTION III.

1. Simplify

$$[4\tfrac{3}{4} + 5\tfrac{2}{3} + 6\tfrac{7}{8}] \times [-3\tfrac{2}{3} + 7\tfrac{6}{7}] \div [12\tfrac{11}{12} + 14\tfrac{13}{14}].$$

2. A regiment of soldiers, consisting of 976 men, is to be new clothed; each coat is to contain $2\frac{1}{2}$ yards of cloth that is $1\frac{5}{8}$ yards wide, and lined with shalloon $\frac{7}{8}$ yard wide; how many yards of shalloon will line them?

3. Find

$$16 \times \left[\frac{1}{5} - \frac{1}{3\times5^3} + \frac{1}{5\times5^5} - \frac{1}{7\times5^7} + \&c.\ ad.\ inf.\right] - \frac{4}{239}$$

accurately to five places of decimals.

SECTION IV.

1. Explain the method of representing vulgar fractions by decimals, and reduce 4 cwt. 3 qrs. 16 lbs. to the decimal of a ton.

2. If 10 excavators can dig 12 loads of earth in 16 hours, and 12 others can dig 9 loads in 15 hours, how long will they be digging 100 loads, if they all work together?

3. If 90 degrees of the earth's meridian are 10000565·268 French metres, and 1 metre = 3·2808992 English feet, how many English feet are there in a degree?

SECTION V.

1. Add together $\cdot013\dot{6}3\dot{6}$ of a mile, and ·009943 of a mile, and reduce the result to yards, feet, and inches.

2. Prove the methods for finding the values of circulating or recurring decimals, and find the value of $[\cdot75\dot{7}\dot{5} \times \cdot36\dot{6}] + [13\cdot\dot{2} \div 5\cdot\dot{6}]$.

* 3. A person expends £43. 9*s*. 4*d*. in purchasing spirits at 5*s*. 4*d*. per gallon; a loss is incurred by leakage; he sells the remainder at 7*s*. 6*d*. a gallon, and this brings him £54: how many gallons leaked out?

SECTION VI.

*1. What is the cost of painting (at 2*s*. 6*d*. per yard) the walls of a room, $20\frac{1}{4}$ feet long, $18\frac{1}{2}$ feet broad, and 10 feet high, containing two windows whose dimensions are 7 feet by 4 feet each?

2. Show how to extract the square root; giving reasons for the process.

3. Find the value of 2 tons 8 cwt. 1 qr. 15 lbs. at £2. 13*s*. $8\frac{1}{2}$*d*. per cwt.; also turn the question into one of multiplication of decimals, and compare the two methods.

SECTION VII.

1. Find the cube root of 95443993.

2. In what time will £1275 amount to £1549. 11*s.* at $3\frac{1}{2}$ per cent. simple interest?

3. If the 3 per Cents. be at $90\frac{1}{8}$, what sum must be invested to secure an income of £340, after paying an income tax of 7*d.* in the pound?

SECTION VIII.

For candidates taking papers of the *second year only*.

When you have answered five of these Questions you may take Questions from any other part of the Paper. Algebra may be employed in solving Questions in this Section. When arithmetical and algebraical solutions occur to you, you may exhibit them *both* side by side.

1. If a pound weight of gold, 22 carats fine, be worth £46. 14*s.* 6*d.*, what is the value of the gold mohur of Bengal, which weighs 7 dwt. 3 grs., and contains ·993 of pure gold?

2. Given that the area of a circle varies as the square of its radius, and that a circle whose radius is 7 inches contains 154 square inches, find the area of a circle whose radius is 19·3 inches.

3. A man buys a number of sheep for £60; if he had bought $\frac{1}{3}$ more for the same money, they would have cost him 10*s.* each less; how many did he buy?

4. What sum must a person invest in 3 per Cents. at 90, in order that by selling out £1000 stock when they have risen to $92\frac{1}{2}$, and the remainder when they have fallen to 87, he may gain £5. 16*s.* by the transaction? If he invest the produce in 4 per Cents. at par, what will be the difference of his income?

5. One horse takes 6 strides while another takes 5, but 7 strides of the latter horse are equal to 8 strides of the former: which is the swiftest horse? Explain the general principle of solving such a question.

6. What number added to 3, 5, and 8 respectively, will make the middle number a mean proportional between the other two?

7. A person paid a bill of £100 with half guineas and crowns; he used 202 pieces; how many were there of each? Could he have paid the same bill with the same kind of coins, using a different number of coins?

THE BIBLE.

You are not permitted to answer more than *one* Question in any Section, except in that headed "Infants."

Candidates who come from, or are going to take, Infant Schools, are advised to answer as many as they can of the Questions in that ("Infants") Section, before they proceed to answer Questions in the other Sections.

NOTE.—The foregoing directions were repeated in the other papers which contain a special section of questions on Infant Teaching.

SECTION I.

Old Testament History.

*1. What are the chief lessons to be learned from the history of Isaac? Arrange the answers in the form of notes of a lesson.

*2. Give instances of effectual prayer from the history of the Patriarchs, and quote some of the passages to which you refer.

*3. Name, in order, the events between the last plague inflicted on the Egyptians, and the arrival of the Israelites at Sinai, and point out the principal moral and spiritual lessons which they illustrate.

4. Illustrate the following passage by reference to special enactments in the Pentateuch. "During the wanderings of the Israelites in the wilderness, besides the moral law, they received from Moses, their divinely inspired legislator, many directions, not only concerning their religious observances, but also about their domestic habits and ways of life: some of these directions seem to have had no other view than that of enforcing humanity both to man and beast."

SECTION II.

1. Name the most distinguished Judges, and the chief events in their histories.

*2. Give an account of the election and character of Saul, and of the chief transactions of his reign.

3. On what occasions are the following persons and places mentioned: Micmash, Doeg, Keilah, Ziklag, Engedi, Bethshan, Asahel, Hushai?

*4. Name the chief events in the reign of David, between the death of Saul and the revolt of Absalom, and state briefly the practical lessons which they illustrate.

SECTION III.

St. John's Gospel.

*1. Describe accurately the call of the first disciples of our Lord as related by St. John.

*2. In which discourses of our Lord are the following subjects most fully treated:—Regeneration; the future judgment; spiritual nourishment; the offices of the Holy Spirit? Quote some verses from each.

*3. What miracles are related by St. John? What discourses are connected with them? Give the heads of one of these discourses.

4. What events, and what sayings of our Lord during His sufferings and after His resurrection, are recorded by this evangelist only? Quote some verses.

SECTION IV.

Acts of the Apostles.

*1. What discourses of St. Peter are recorded in this book? Give an exact account of one of them, and of its effects.

2. In what terms are the characters and habits of the first converts described? Quote the sayings of the apostles when they were persecuted.

*3. Under what circumstances and with what effect was the gospel preached at Samaria, Damascus, and Antioch?

INFANTS.

The following Questions have special reference to INFANT SCHOOLS. Candidates who answer Questions in this Section satisfactorily, *and who afterwards pass a satisfactory probation in keeping Infant Schools*, will have a *special stamp* added to their Certificates when issued.

NOTE.—The same notice was printed at the head of the corresponding section in other papers.

1. Prepare the notes of a lesson for infants on the words, "Behold the lamb of God;" or on the charge to St. Peter, "Feed my lambs."

2. Describe our Lord's character as the "good shepherd," with illustrations from Holy Scripture in terms adapted to an infant gallery.

3. Explain the parable of the "true vine," with practical applications suitable for young children.

4. Point out the characteristics of our Lord's person

and teaching in St. John's gospel, which are most likely to make a strong impression upon infants.

5. What lessons would you draw from the records of miraculous healings and deliverances in the Acts of the Apostles?

CATECHISM AND LITURGY.

SECTION I.

Prepare a lesson on *one* of the following subjects, with texts and examples from Holy Scripture:—

1. On repentance as a condition of admission to the benefits of the Christian covenant.

*2. An exposition of the fifth, sixth, or ninth commandment.

3. Classify the petitions in the Lord's Prayer, and illustrate one of them very fully, by Scriptural texts and examples.

SECTION II.

*Give the heads of lessons upon *two* of the following subjects, with texts and examples, and state exactly for what class of children, whether girls or infants, the lessons are intended:—

Fear of God.
Truthfulness.
Covetousness.
Duty to parents.

SECTION III.

*1. Explain fully the terms in which the inward and spiritual grace of Baptism is described in the Catechism.

2. What are the conditions of worthy reception of the Lord's Supper? Illustrate the answer fully by Scriptural texts and examples.

SECTION IV.

*1. Shew the connection between the portions of the daily service preceding the Apostles' Creed.

2. What points are brought out most distinctly in the Confession, Absolution, General Thanksgiving, and the Collects for the Morning and Evening Service?

3. Analyse the Te Deum.

INFANTS.

Prepare full notes of *two* lessons (only) on some of the following subjects :—

Our Heavenly Father.
We are the people of His pasture.
Serve the Lord with gladness.
Make clean our hearts within us.
Lighten our darkness.

SHORTER CATECHISM.

Scotland.

Answer the following Questions in the form of Lessons to Girls between 10 and 13 years old.

SECTION I.

1. Prove that the work of Creation was effected by the Father, the Son, and the Holy Spirit.

* 2. In what respects was Man created in the image of God? And state what is understood by the Holiness of Man.

* 3. Explain, by Scripture texts and otherwise, the Divine attribute of Justice.

SECTION II.

1. "By the works of the Law shall no flesh be justified,"—explain this text, and quote others of the same import.

2. Prove the two distinct natures of the One Mediator of the Covenant of Grace.

* 3. Shew that Justification is by the imputation of Christ's righteousness, and by Faith alone.

SECTION III.

1. What is the sum of the Moral Law? and explain, by Scripture texts, its eternal obligation.

2. "If we say that we have no sin, we deceive ourselves,"—with what part of the Catechism is this text to be connected? and give other texts of the same import.

* 3. To which of the Commandments are reasons annexed? and prove the reasons annexed to the Second.

SECTION IV.

1. Specify some of the duties required, and of the sins forbidden, implicitly, in the fifth Commandment.

* 2. Give some of the Scripture texts referring to the grace of Humility.

SECTION V.

1. Prove the duty of self-denial, and exemplify it in some of the Scripture characters.

*2. Explain how, and for what things, we are to pray, with proofs.

3. By what examples and precepts are we taught to pray for submission to the Will of God in all things?

GRAMMAR AND COMPOSITION.

Every candidate is required to do the paraphrase and parsing.

SECTION I.

*1. State briefly the best method of teaching very young children to find the nouns, verbs, and adjectives in a sentence.

*2. Prepare notes of a lesson on verbs, pronouns, or prepositions, adapted to children between 9 and 11 years of age.

SECTION II.

*1. Write out, in prose order, changing and adding as few words as possible, and enclosing the added words in brackets:—

"One spirit—*His*
Who bore the platted thorns with bleeding brows,
Rules universal nature. *Not* a flower
But shows some touch, in freckle, streak, or stain,
Of his unrivall'd pencil. He inspires
Their balmy odours, and imparts their hues,
And bathes their eyes with nectar, and includes,
In grains as countless as the *seaside* sands,
The *forms* with *which* he sprinkles *all* the earth.
Happy who walks with him! *whom what* he finds
Of flavour or of scent in fruit or flower,
Or what he views of *beautiful* or grand
In Nature, *from* the broad majestic oak
To the green blade *that* twinkles in the sun,
Prompts with remembrance of a present God."

The Task, vi. 238.

*1. Express the full meaning of the following passages in plain prose:—

"But let *us try* these truths with closer eyes,
And *trace* them through the prospect *as* it lies:
Here, for a while my proper *cares resign'd*,
Here let me sit in sorrow for mankind;
Like yon neglected *shrub* at random *cast*,
That *shades* the steep, and sighs at every blast."

Traveller.

"*E'en* now, *methinks*, as *pond'ring*, here I *stand*,
I see the rural virtues *leave* the land.
Down where yon anchoring vessel spreads the sail,
That idly waiting *flaps* with every gale,
Downward they move, a melancholy *band*,
Pass from the shore and darken all the strand.
Contented toil, and hospitable care,
And kind connubial tenderness are there,
And *piety* with wishes placed above,
And steady loyalty, and faithful love."

Deserted Village.

SECTION III.

*Parse the words printed in Italics in the passage (or one of the passages) which you have taken for paraphrase; *or* in the following passage:

"*It* is *best* for all parties *that* property *should be secure*, and that every one should be *allowed* to possess *what* is *his own*, to gain *whatever* he *can* by honest means, and keep it *or* spend it *as* he thinks *fit*, *provided* he *does* no *one* any *injury*. Some rich *men*, *indeed*, make a much better use of *their* fortunes *than others*; *but* one *who* is ever *so* selfish in his disposition can *hardly* help *spending* it on his neighbours."

SECTION IV.

Make out a list of simple sentences in the passage which you have paraphrased, and analyse two or three of them.

SECTION V.

Give an account in simple and perspicuous language—

1. of the contents of the 200 lines of poetry which you have learned by heart;—*or*,

*2. (Acting Teachers only) of *one* of the following subjects: *The Slave Trade—Missionaries—Gardens—Holidays.*

N.B.—This exercise must not occupy more than 20 of the lines ruled on this paper.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

You are not permitted to answer more than 8, nor less than 5 questions.

No Questions are specially indicated to Acting Teachers in this paper. They are advised to select those questions which appeal most directly to their actual experience.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

1. What are the registers required to make accurate

returns to the Committee of Council in inspected schools? Give a specimen page of each. How do you find the average attendance for the year?

N.B.—This question may be omitted by students who are proceeding to a second year's residence.

2. By what means are the following points most effectually secured:—distinct articulation, correct pronunciation, and proper expression?

3. To what extent is it necessary or desirable that grammar and geography should be taught in a girls' school?

4. Prepare full notes of lessons on *two* (only) subjects selected from the subjoined list:—

The dog, donkey, duck, or singing birds.
Spider, silkworm, viper.
The classification of common herbs.
A coal mine.
The qualities which would best fit a girl, 14 years old, to get and keep a good place.

5. Explain all the difficult words, and illustrate the allusions, in the following passage, and punctuate it correctly:—

The accumulation of skill and science which have been directed to diminish the difficulty of procuring manufactured goods has not been beneficial to that country alone in which it is concentrated distant nations have participated in its advantages the luxurious nations of the East and the ruder inhabitants of the African desert are alike indebted to our looms the produce of our factories has preceded even our most enterprising travellers the cotton of India is conveyed by British ships half round our planet to be woven by British skill in the factories of Lancashire it is again set in motion by British capital and transported to the very plains on which it grew

6. Give an exact account of two reading lessons, one for a class intended to pass in Standard 2, another in Standard 4. State the time each should occupy, the faults most likely to be committed by an inexperienced teacher, and the principal difficulties which a good teacher will expect to meet and to overcome.

7. Under which standard does an ordinary teacher find it most difficult to secure the success of children in an examination of reading? To what causes do you attribute the frequent failures? How may they be obviated?

8. What reading books would you prefer for girls who have to pass under Standards 5 and 6? State exactly your reasons for such preference, and give an account of the contents of the books you recommend.

9. What faults occur most commonly in the writing exercises for Standards 1 and 2? How may they best be corrected? State exactly what time should be allotted weekly for preparation.

10. How do you correct faults in dictation? How do you collect and register the results so as to ascertain the weekly progress of each child? What fault do you find most common, and most difficult to correct, in preparation for examination in this subject under Standards 4 and 5?

11. Give examples of sums which are most likely to test exactly the attainments of children under Standards 2, 3, and 4? What plan was adopted in your school for registering the exact progress of each child in this subject? What improvements have you observed which you intend to adopt in the school to which you may be appointed?

INFANTS.

1. What accommodation of forms, desks, and gallery would be required for a school of 120 infants?

2. State exactly the steps by which you would prepare infants for examination in reading under Standard 1. How long would you require to secure general success? What are the chief difficulties, and how do you intend to deal with them?

3. By what exercises are children between 4 and 6 best taught to observe, compare, and describe, common objects?

4. What progress in arithmetic ought an intelligent infant to have made at 6 years of age, having attended school regularly for 2 or 3 years?

5. What effects are produced upon infants by undue excitement or overstraining of the feelings or mental faculties? State whether you speak from your own observation, or from lectures on this subject.

6. Prepare full notes of a lesson on some common animal, *or* on the human hand, arm, or skin.

BRITISH HISTORY.

SECTION I.

1. At what time did the Roman occupancy of this

island cease? Name the principal events between that date and the accession of Alfred.

*2. Give some account of the reign and character of Alfred.

3. Describe the circumstances which led to the Norman invasion. State the principal results.

SECTION II.

*1. What events in the reign of William I. were most important in their effects upon the habits and institutions of England?

2. What usurpations of the royal power took place between the death of William I. and Richard III.? On what grounds did each usurper defend his position?

3. What was the extent of the dominions of Henry II.? How did he acquire them? What is meant by the Constitutions of Clarendon?

4. Which of our English princes were engaged in the crusades, and with what effects upon their own position and the condition of England?

SECTION III.

1. Describe the circumstances which led to the invasion of Scotland in the reign of Edward I.

2. Give the dates, circumstances, and results of the battles of Evesham, Neville's Cross, Poitiers, Agincourt.

*3. Name the chief events in the reigns of Henry V. and Edward IV.

4. Give an account of Richard Duke of York, father of Edward IV.

SECTION IV.

*1. Name the most distinguished statesmen and ecclesiastics in the reigns of William I., Henry II., Edward III., Henry VI.

2. Under what reigns were the greatest advances in civilization and good government made by the English between the Norman Conquest and the accession of Henry VII.?

SECTION V.

(For Acting Teachers only.)

*1. Describe (with names and dates) any *one* of the following:—

The execution of King Charles I.

The great plague of London.

The fortunes of the House of Stuart after James II.

*2 Write out the notes of a lesson intended to make your highest class understand the difference between England under the Plantagenet Kings, and England in 1864.

GEOGRAPHY.

SECTION I.

* 1. Describe the annual movement of the earth, and its effects upon the changes of the seasons. How would you illustrate this in a gallery lesson?

2. How are latitude and longitude reckoned? How is the extent of the zones determined? Explain the terms used in the text books on these subjects.

3. Prepare the notes of a gallery lesson on the causes which affect climate.

SECTION II.

*1. What is the extent of the habitable portion of the globe, and what districts does it include?

2. Compare the extent of surface occupied by the Pacific Ocean and by the continents by which it is bounded.

3. Name the principal groups of islands in the Pacific and Atlantic Oceans, and describe some of their most remarkable physical features.

SECTION III.

1. Enumerate the ranges and groups of hills in England, and describe the Pennine range, naming all the rivers which have their source in it.

*2. Describe exactly the extent, physical features, natural and artificial productions of *one* of these counties—Cornwall, Staffordshire, Norfolk, Lincolnshire, or Yorkshire.

*3. Enumerate the coalfields of Great Britain, and describe one of the most important of them. Arrange your answer in the form of a lesson.

4. Enumerate the chief characteristics of the English, Irish, Welsh, the Scotch of the Lowlands and Highlands, as they are described in the reading books used in your practising or model school.

SECTION IV.

*1. Give some account of the situation and extent of the following places, and of the circumstances for which they are severally remarkable:—Portsmouth, Hull, Norwich, Lincoln, Halifax, Wolverhampton,

Newcastle-on-Tyne, Preston, Glasgow, Aberdeen, Bristol, Falmouth.

2. Describe the course of one principal river in Scotland, and of one in Ireland.

3. Name the chief islands appertaining to Great Britain, and give a full account of the Isle of Wight or of Man.

SECTION V.

*1. Draw a map of the eastern or the north-western counties of England, and name the rivers and chief towns.

*2. Draw a map of Wales or Ireland, and name the rivers, mountains, and lakes.

3. Draw a map to illustrate a lesson on the Highlands of Scotland.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

INFANTS.

1. Write the heads of a first lesson on the situation of a school, and the topography of a village.

2. What knowledge of Geography ought an intelligent child to possess when it leaves an infant school? Explain exactly by what steps you propose to give it such necessary information.

3. Draw roughly, as on a black board, a map to shew the general conformation of the county with which you are most familiar, and explain what use you would make of this map in teaching infants.

FEMALE CANDIDATES—SECOND YEAR.

THE BIBLE.

OLD TESTAMENT.

SECTION I.

1. What invasions of the kingdom of Judah took place between the death of Solomon and that of Hezekiah? Give the dates and the most important circumstances connected with each invasion.

2. What prophets besides those whose writings are extant, are mentioned in the historical books, and on what occasions?

3. What kings of Judah were contemporaries of Baasha, Jeroboam II., and Ahab?

4. Name the principal events in the reigns of Jehoshaphat, Josiah and Zedekiah, and draw out the practical lessons from one transaction in each reign.

SECTION II.

1. In what prophecies were the circumstances of our Lord's birth and death most distinctly predicted?

2. What portions of our Lord's history are most distinctly foretold in the Book of Psalms?

3. Enumerate the points touching our Saviour's person and work which are brought out most prominently in the prophecies of Isaiah and Zechariah.

4. Arrange as for a gallery lesson, the chief predictions concerning our Lord's sufferings.

St. John's Gospel and the Acts of the Apostles.

SECTION III.

1. Describe the call of the first disciples as narrated by St. John? With which of the apostles is Nathaniel generally identified, and on what grounds?

2. In which discourses of our Lord are the doctrines of regeneration, future judgment, union with Christ, and the work of the Holy Spirit, most fully illustrated? Quote some verses from each.

3. On what occasions are St. Peter and St. John mentioned together in this Gospel and in the Acts? Quote words of St. Peter spoken on those occasions.

4. Name, in order, the events recorded between the day of Pentecost and the conversion of St. Paul, and quote some verses referring to one of these events.

SECTION IV.

1. On what occasions are the following persons mentioned in the Acts:—Theudas, Simon the Tanner, Blastus, Rhoda, Manaen, Lydia, Dionysius, Trophimus, Claudius Lysias, Julius and Publius?

2. Give an account of the meeting between St. Paul and the elders of the churches at Miletus.

3. Quote passages from the Acts of the Apostles which show the character and habits of the early Christians, and the observances of the Church.

4. Give a full account of the transactions at Corinth during St. Paul's residence in that city.

SECTION V.

Epistle to the Hebrews and First Epistle of St. Peter.

1. Quote the most important passages in the Epistle to the Hebrews, in which the work and nature of our Lord are described.

2. What practical duties are enforced most earnestly

in the Epistle to the Hebrews? Quote texts for each point.

3. What does St. Peter state concerning the regeneration and spiritual character of believers?

4. What relative duties are specially inculcated in St. Peter's Epistle? Quote some of the passages to which you refer.

CATECHISM AND LITURGY.

SECTION I.

1. Prepare full notes of a lesson on one of the following subjects, stating for what class of children it is intended; quote the Scriptural texts which you propose to introduce:—

Children of grace.
Thy kingdom come.
Lead us not into temptation.

SECTION II.

1. Explain fully, as in a lesson, the most difficult terms used in the summary of the Apostles' Creed, and the duty to our neighbour, with illustrations from Holy Scripture.

2. Explain fully the passages in the Catechism which describe the inward and spiritual graces attached to the two Sacraments.

3. Explain the words 'two only as generally necessary to salvation.' What other rites and ordinances of our Church can be proved to have been observed by the Church in the time of the Apostles? Quote the passages to which you refer.

SECTION III.

1. What alterations were made in the second Prayer Book published in the reign of Edward VI.? Name the persons who took a leading part in the conferences of the Savoy, and Hampton Court.

2. What occasional services are contained in our Prayer Book? At what times were they severally introduced?

3. Describe exactly the order of the Communion Service, and give an analysis of the Consecration Prayer. For what festivals has our Church appointed special prefaces? Quote one of these prefaces in full.

SECTION IV.

1. Name in order the seasons of the Christian

Year; explain the meaning of the name given to each; and state the chief points brought out in the Collects and portions of Holy Writ appointed for Good Friday, Easter and Trinity Sunday.

2. In what terms is the doctrine of our Church upon the following points declared in the Articles?

The Sufficiency of Holy Scripture.
Good Works.
Sin after Baptism.
The Visible Church.
The Partaking of the Body of Christ.

SHORTER CATECHISM.

Scotland.

Answer the following Questions in the form of Lessons to Girls between 10 and 18 years old.

SECTION I.

1. Give proofs from Scripture of the wisdom of God (1) generally, (2) as exhibited in searching the heart, and understanding the thoughts.

2. "There is none righteous, no, not one." Give other texts of similar import.

3. Explain the special act of God's providence towards man in forbidding him to eat of the tree of knowledge; and mention some of the instances recorded in Scripture of temptation not resisted.

SECTION II.

1. Explain in the words of the Catechism, and by Scripture references, how all mankind sinned in Adam, and fell in his transgression.

2. Quote the words of the Catechism, and of Scripture, declaring Christ as the only mediator.

3. State fully the lessons we are taught by Christ's resurrection.

SECTION III.

1. With what dispositions of mind is the word of God to be read and heard, that it may become effectual to Salvation? and prove that it must be "laid up in our hearts and practised in our lives."

2. What does the Scripture say of the life of man as continually giving evidence of the corruption of his nature, and of Christ alone being exempt from it?

3. Describe the humiliation of Christ in his life, and in his death, and prove the object and the effect of it.

SECTION IV.

1. State the sum of the Ten Commandments, and the Scriptural reasons for the keeping of the same.

2. Explain fully what is required, and what is forbidden, in the eighth Commandment.

3. "Let us not be desirous of vain-glory, provoking one another, envying one another;" in what part of Scripture does this precept occur, and with what Commandment is it connected?

SECTION V.

1. Quote the Scriptural sanctions for praying in the name of Christ, and state what is thereby signified.

2. Mention some of the remarkable instances in Scripture of answer given to prayer.

3. What encouragements do we receive in Scripture to pray for the pardon of our sins, when from the heart we forgive others?

GRAMMAR AND COMPOSITION.

Every candidate is required to do the paraphrase and parsing.

SECTION I.

1. Explain the steps by which you would teach children the elementary principles of English Grammar.

2. Prepare a lesson on concords in syntax, for the *highest* class in a good school.

3. Classify the inflections used in our language, and give instances of the commonest irregularities in the past tenses and passive participles of verbs.

SECTION II.

Paraphrase one of the following passages:—

"A sad *reverse* it was for *him* who long
Had filled with plenty, and *possessed* in peace,
This *lonely* cottage. At his door he stood,
And whistled many a snatch of merry tunes
That *had* no mirth in them: or with his knife
Carved uncouth figures on the heads of sticks;
Then, not less idly, sought, thro' every nook
In house or garden, any casual *work*
Of use or ornament."

Excursion, Bk. I.

"*Thus* far *these* beyond
Compare of mortal prowess, yet *observed*
Their dread commander: he, above the rest
In shape and gesture proudly eminent,
Stood *like* a tow'r; his form had *yet* not lost
All *her* original *brightness*, nor appear'd
Less than *arch-angel ruin'd*, and th' excess
Of glory *obscur'd:* as when the sun new-ris'n
Looks through the horizontal misty air,
Shorn of his beams; or *from behind* the moon,
In dim eclipse, disastrous *twilight sheds*
On *half* the *nations*, and with fear of change
Perplexes monarchs: *darken'd* so, yet *shone*
Above them all th' archangel."

Paradise Lost, Bk. I. 587.

SECTION III.

Give instances of different kinds of sentences from the passage which you have paraphrased, and analyse two of them.

SECTION IV.

Parse the words in italics in the passage which you have paraphrased.

SECTION V.

Write, as an exercise in composition, an account of the difficulties which a young schoolmistress may expect to encounter in taking charge of a school in a district where the education of the people has been neglected. *Or*,

The qualities upon which the efficiency of a school mistress chiefly depends. *Or*,

An analysis of the 200 lines of poetry which you have committed to memory.

N.B. This exercise must not occupy more than twenty of the lines ruled on this paper.

SCHOOL MANAGEMENT.

FOUR *hours allowed for this Paper.*

These Questions must be answered *thoughtfully, and in detail.*

The Questions on School Registers, at the end, must not be omitted by any Candidate. Not more than *six* other Questions may be answered.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand.*

1. By what arrangements can the efficient teaching

of arithmetic in a large school for girls be secured? State precisely the most common faults which lead to failure at examinations on this subject.

2. State exactly the course which you would adopt in order to secure proper supervision of the children in their writing exercises. What are the commonest faults in exercises of penmanship? By what methods is satisfactory progress in writing from dictation best secured?

3. What are the chief difficulties in preparing children for examination in reading under the first three standards? By what methods and organization may they be most effectually met?

4. Prepare a tabular statement, to show the exact condition and progress of each child in a given class, with especial reference to examination under the Revised Code.

5. Describe the most efficient organization for a mixed school of 120 boys, girls and infants. What assistance would it be reasonable to expect? By what expedients would you supply the lack of pupil teachers in a school but newly established?

6. What points are most frequently neglected in the instruction of pupil teachers? To what do you attribute the neglect?

7. What are the chief causes and remedies of defects of temper in children? Name some leading principles on which moral discipline, with special reference to such defects, chiefly depends.

8. Write a letter to a pupil teacher in the third year of apprenticeship, on 'eye-service.'

9. What faults in a young schoolmistress of good abilities and attainments are most likely to impair her influence over her pupil teachers, and to displease the supporters and managers of a village school?

10. State the points in the lectures of your training college which have struck you most forcibly with respect to the correction of bad habits which lower the tone and character of a school.

11. Write a letter of advice to a pupil teacher who is about to take a situation as assistant mistress.

School Registers.

What averages are required to be collected from the weekly registers at the end of each quarter? Give the exact rule for making out each average.

Give the exact results to be drawn from the following table:—

	Age		Time in School		M	T	W	T	F
	Years	Months	Years	Months					
A	8	3	1	3	× / a	× / ×	× / ×	× / ×	× / a
B	9	5	1	5	s / s	s / s	a / ×	× / ×	× / ×
C	8	6	0	11	× / ×	× / ×	× / s	s / ×	× / l
D	7	3	0	8	a / a	a / a	× / ×	× / l	× / l
E	6	9	2	7	l / l	l / ×	× / ×	× / ×	× / ×
F	8	7	1	9	× / ×	× / ×	× / ×	× / ×	× / ×
G	10	8	2	3	× / a	× / ×	× / ×	s / s	s / s
H	7	11	1	8	× / ×	× / ×	× / ×	× / l	l / l
I	10	6	2	5	× / ×	a / ×	× / ×	s / s	s / s
J	12	9	3	1	a / a	a / a	× / ×	× / ×	× / ×
K	9	7	2	8	× / ×	× / ×	× / l	× / l	× / l
L	8	9	1	7	× / ×	× / ×	× / ×	× / ×	× / ×

N.B.—× = present.
l = absent with leave.
a = absent without leave.
s = sick.

BRITISH HISTORY.

SECTION I.

1. On what grounds did Henry VII. claim the crown of England? Trace his descent, and name the chief events in his reign.

2. What kings of Scotland were contemporary with Henry VIII.? What battles were fought in this reign against the Scotch, and with what results?

3. What rebellions took place in the reigns of Henry VIII. and his children? What were the causes and results of each?

SECTION II.

1. What foreign Sovereigns were contemporary with Queen Elizabeth? On what occasions were they engaged in war, or alliance with this queen?

2. Name the chief naval commanders in the reign of Elizabeth, and give some account of the occasions on which they were distinguished?

3. To whom was the daughter of James I. married? What effects had that alliance upon the politics of England?

SECTION III.

1. To what causes is the disinclination of the Parliaments to support Charles I. in the war with Spain to be attributed? When did the Long Parliament first meet? What were its first acts?

2. Give the dates and results of the battles of Edge Hill, Marston Moor, Naseby, and Worcester.

3. Name the most remarkable persons of the Commonwealth, and give some account of their character.

SECTION IV.

1. Name the chief events of the reign of Charles II. What noblemen were executed in this reign? Describe the trial of the most distinguished among them.

2. Give an account of the landing of William III. and of the subsequent proceedings.

3. Trace the descent of George I., and enumerate the chief events of his reign.

SECTION V.

1. Name the principal naval victories in the reigns of George II. and George III.

2. Name the chief incidents in the war with the American Colonies.

3. Give the date of the accession of each sovereign of the present dynasty, and enumerate the chief political events in the reign of Queen Victoria.

4. What has been done in modern times for the improvement of Prisons and Hospitals? Mention any names connected with these reforms.

5. How do you account for the cessation of plague and famine in our times as compared with the past?

GEOGRAPHY.

SECTION I.

1. Describe the Pennine range and Cumbrian mountains, their extent, scenery, and productions.

2. Name the rivers which flow into the British Channel, and describe the course of the Wye.

3. Name the principal imports of Great Britain.

What is the total value of its exports as stated in the text books which you have used?

4. Prepare the heads of a lesson on the means of internal communication in Great Britain.

SECTION II.

1. Give some account of the extent and population of the following dependencies of Great Britain;—India, Cape Colony, and New Zealand.

2. Name the British possessions in North America, and give some account of their extent, population and government.

3. Illustrate the following statement by reference to the map of the world:—"In consequence of the superiority of the British navy, whenever war broke out between Britain and other powers of Europe, she was immediately able to take possession of their foreign colonies or settlements; she thus gradually superseded the Danes, the Dutch, the Portuguese, and the French, in India, and other parts of the world."

SECTION III.

1. Name the principal rivers of Europe, and describe the course of the Rhine.

2. What are the chief exports of France? Name the principal seaports.

3. Where are the following cities situate, and for what are they severally remarkable:—Tours, Marseilles, Rheims, Stuttgart, Potzdam, Dantzig, Carlsruhe, Basle, Malaga, Ekaterinoslav?

4. Describe the physical features of Italy *or* Turkey in Europe, and give some account of the natural and artificial productions.

SECTION IV.

Prepare the heads of a lesson on one of the following subjects:—

The coalfields of Great Britain.

The habits of the Laplanders. *Or*,

Explain and illustrate this passage:—"Owing to the more equal temperature of the sea, islands are not subject to the same extremes of heat and cold as inland or continental countries."

SECTION V.

Draw a map, naming the rivers and chief towns:

1. Of the coast-line of Europe, from Gibraltar to the strait of Messina.

Or 2. Of the British dependencies in South Africa, or South Australia.

N.B. Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

FEMALE CANDIDATES—FIRST AND SECOND YEARS.

DOMESTIC ECONOMY.

TWO *hours allowed for this Paper.*

No Questions are specially indicated to Acting Teachers in this Paper. They are advised to select those Questions which appeal most directly to their actual experience.

SECTION I.

1. Give exact instructions for cutting out and making up a frock for a young girl, *or* a man's shirt, with an estimate of the cost of materials, and the time required for making them up.

2. What kind of work ought to be done in an infant school? What plans for providing the children either in an infant or girls school with a variety of exercises in needlework, are generally most successful?

3. Enumerate the materials used in clothing daughters of labourers between 8 and 14 years of age, stating the special advantages or disadvantages of each kind.

SECTION II.

1. Upon what properties do the nutritious qualities of the following articles of food depend:—bread, potatoes, rice, bacon, butter, mutton, pork, beef, jelly?

2. State the different ways in which a piece of meat may be cooked, with an estimate of the advantages or disadvantages of each.

3. What are the commonest faults of inexperienced cooks? What rules ought to be observed with regard to what are called perquisites? Write a few lines of advice with reference to scrupulous honesty, in this and similar matters.

SECTION III.

1. What work have you done, or closely observed in the laundry? Compare the advantages of washing at home or away from home, for a family of six persons.

2. If a young girl gets a place of £8 for 4 years, £12 for 4 years, and £16 for ten years, what ought she to have saved during that time, and how ought her money to have been invested? Make a similar calcu-

lation for a schoolmistress, with a situation of a given value, say £35, £40, and £45, with furnished lodgings, between the age of 22 and 42.

SECTION IV.

Prepare full notes for lessons on *two* (only) subjects selected from the following list:—

Duties of a servant of all work in a small family.

The prospects of a steady, intelligent girl as house-maid, or kitchen-maid.

What eruptive, cutaneous or infectious diseases are most common in the districts where you have lived? Describe the symptoms of the latter class, and the most effectual preventions and remedies.

INFANTS.

1. What lessons, or exercises on domestic matters, are introduced in good infant schools? and with what practical benefit to the children?

2. Write the notes of a lesson for infants on cleanliness, or on the danger of eating things not given or allowed by their parents.

ARITHMETIC.

Students of the *Second* Year are expected to answer a Question in Section VI.

The *solution* must in every instance be given *at full length*. A correct answer, unaccompanied by the solution, or not obtained by a clear method, will be considered of no value.

SECTION I.

*1. In 1852 five million three hundred and twenty-seven thousand and ninety-six hundredweight of cotton were imported from the United States, one hundred and thirty-one thousand three hundred and ninety-two hundredweight from British India, and thirty-six thousand two hundred and seventy-eight from other parts; what was the entire weight imported?

*2. What is the difference between thirty-seven thousand six hundred and eleven, and one million?

*3. Multiply 217504 by 741060.

*4. Divide 47219304 by 6547.

SECTION II.

*1. Make out the following bill:—One silk dress, 18½ yards, at 5*s.* 6*d.* per yard; 64 yards of sheeting at 1*s.* 4½*d.*; 4 pairs of blankets at 18*s.* 4*d.* per pair; 3 ditto at 12*s.* 8*d.*; 26 yards of huckaback at 10¾*d.*; 9 damask tablecloths, 4 at 19*s.* 6*d.*, 5 at £1. 6*s.* 6*d.*

*2. A labourer earns 10*s.* a week for 47 weeks, and £1. 4*s.* per week for 5 weeks in harvest time; his weekly expenses are 8*s.* 3*d.*, and his annual rent £3. 5*s.* What has he to spare each year?

3. What is the united length in yards of three roads measuring respectively 3 m. 2 fur. 7 p., 2½ miles, and 7 miles 3 fur. 18 p.? What will it cost to lay down a curb stone along all three at 3*d.* per yard?

4. A tank of water contained 75,000 gallons. A supply was drawn off by 3 pipes, which ran for 10 hours at the rate of 255 gallons each per hour; but during that time two pipes ran into the tank 335 gallons each per hour: how much water was left?

*5. Sound travels at the rate of 1 fur. 27 p. 4 yds. 2 ft. 6 in. per second; how far will it travel in three quarters of an hour?

*6. Find, by Practice, the value of 343⅔ at £33. 11*s.* 6*d.*; and of 138 cwt. 3 qrs. 14 lbs. at £3. 17*s.* 8*d.* per cwt.

SECTION III.

*1. A gas account for the last quarter was 7,500 cubic feet at 4*s.* 7½*d.* per 1000: what was there to pay? and what would be saved next year if 1,500 cubic feet less were burnt each quarter?

2. An equivalent quantity of silk, worth 4*s.* 9*d.* per yard, is given in exchange for 5 yards of calico at 4½*d.* and 11 yards of Irish linen at 3*s.* 6*d.* Required the quantity of silk.

*3. How many ducats of 12*s.* each are equal in value to 1000 rupees at 1*s.* 10½*d.* each?

4. A person compounded with his creditors by paying them 6*s.* 3*d.* in the pound; what was lost on a debt of £7964?

5. If the wages of 18 workmen amount to £79. 4*s.* for 22 days, what will the wages of 25 apprentices come to in 45 days, if 8 workmen receive as much as 10 apprentices?

SECTION IV.

1. Add $3\frac{2}{3}$, $5\frac{1}{6}$, $7\frac{3}{10}$, $6\frac{5}{12}$.
What must be added to $\frac{3}{7}$ of $\frac{5}{8}$ to make it equal to $\frac{9}{10}$ of $3\frac{3}{4}$?

2. A merchant owns $\frac{4}{9}$ of a ship, and his share is worth £3000. He purchases another person's share, which is $\frac{1}{3}$ of $\frac{3}{8}$ of the ship; what part of the ship does he now own, and what is the value of his share?

3. Divide ·04176 by 7·135, to four places of decimals.
Find the value of ·7486 acre.

SECTION V.

*1. Explain the common process of borrowing employed in subtraction, and show what is the correct process of making allowance for it.

2. Explain the mode of multiplying any sum of pounds, shillings, and pence by 325.

3. Define Proportion. Make three proportions, and explain how they illustrate your definition.

4. What is the test of proportionality among four quantities? Prove it.

5. What is meant by reducing a fraction to its lowest terms? Draw a figure of the foregoing reduction, showing that the fraction when so reduced remains unaltered in value.

SECTION VI.

(For Students of the *Second* Year.)

1. Find the interest on £111. 11*s*. $11\frac{1}{4}$*d*. for 235 days at $5\frac{1}{4}$ per cent. per annum.

2. A borrowed of B £655. at $4\frac{1}{3}$ per cent. per annum: what sum should A pay to B at the end of 8 years $8\frac{1}{2}$ months?

3. Bought paper at £1. 10*s*. 6*d*. per ream, which was sold at 1*s*. 9*d*. per quire: what was gained on 15 reams; and what was the gain per cent.?

INFANTS.

1. Explain the methods by which you would teach children the elements of numeration and notation.

2. In what order, and by what processes, would you teach infants the elementary rules of arithmetic?

3. Sketch plans for two series of lessons extending over six months, one for the upper and another for the lower division of a good Infant School.

4. What exercises in mental arithmetic do you consider suitable for children between 4 and 6 years old?

MALE AND FEMALE CANDIDATES—FIRST AND SECOND YEARS.

MUSIC.

(Candidates' Paper.)

Acting teachers *not under examination as students* must file with this paper, through the left hand upper corner, the certificate which they are required to produce from some competent person (such as the organist of their church, &c.) to the effect that they possess such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes. Candidates *under examination as students* need not file any certificate with this paper. Their certificates are separately furnished by the authorities of the Normal School.

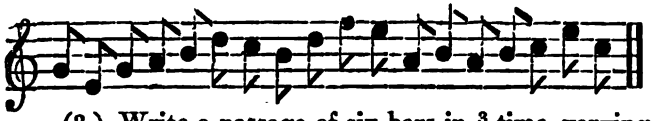
I. Explain briefly, and illustrate on the subjoined stave, as many as you can of the following terms, viz., *scale, note, tie, dot, triplet, rest, bar* in its two acceptations, *key, tonic, dominant, sub-dominant,* and *leading note.*

II. (1.) How many modes are there of the diatonic scale? (2.) Where do we find the tones, and where the semitones, in the two modes of the diatonic scale? (3.) Is there more than one way of writing the minor scale? (4.) Write the *names* of the intervals, which form the major and minor scales.

III. (1.) What is the effect of the signs ♯ ♭ × ♭♭ when placed before a note, and how is each of these revoked? (2.) What are the keys, major and minor, with two sharps—two flats—four sharps—four flats—one sharp—three flats—five sharps—one flat?

IV. (1) Name the two principal divisions of time, and their subdivisions, giving the time signature of each, in the subjoined stave.

(2.) Write the following series of notes in these different times, $\frac{2}{4}$ $\frac{6}{8}$ $\frac{9}{8}$.

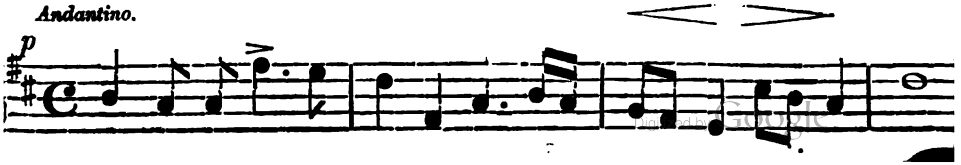


(3.) Write a passage of six bars in $\frac{3}{2}$ time, varying the notes in the different bars.

V. Write out the treble and bass of the 100th Psalm, in the key of B♭.

VI. Give full notes of a lesson on the following passage, under the several heads, *key, time, intervals, expression.*

Andantino.



MUSIC.

(Instructor's Paper.)

This Paper is to be kept solely in the hands of those who preside at the Music Examination. The explanations given below are to be read *verbatim* to the Candidates, without any addition; and the other directions, as printed in italics, are to be strictly adhered to.

All the music here given is to be written by the Candidates *before* the Questions on their own Papers are answered. Only *one* hour is to be allowed to this exercise. The passages are to be **PLAYED**, not **SUNG**.

The Examiner will place himself at the Piano or Harmonium—the Candidates not being in sight of the keys—and will proceed to read as follows:—

No. I.

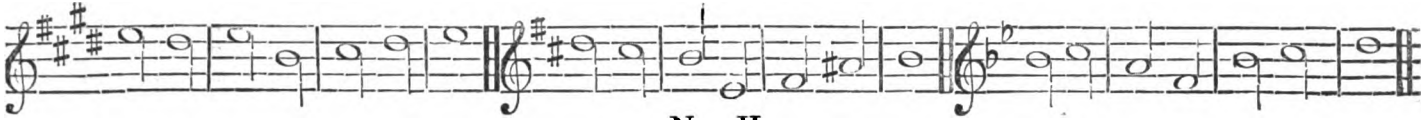
Three passages of Music, marked X, Y, Z, will be played to you slowly three times over. You will endeavour, after *the third time* of hearing each, to write it in the proper place on your Examination Papers *from memory* (without taking any notes), regarding merely the *pitch* of the sounds, and not noticing at present the duration of them.

That marked X is in the key of E Major. *(Play it three times slowly and wait till written.)*

That marked Y is in the key of B Minor. *(Play it three times slowly and wait till written.)*

That marked Z is in the key of B♭ Major. *(Play it three times slowly and wait till written.)*

X (in E Major) Y (in B Minor) Z (in B *b* Major)

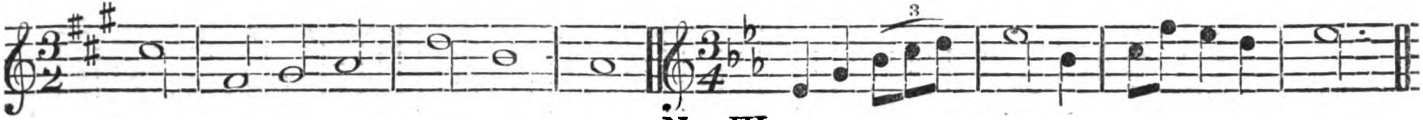


No. II.

Two other passages, marked O, P, will now be played to you three times, as before, which you will endeavour to distribute into bars, and write in correct *time, from memory* (without taking any notes). O is in the key of A Major, and P in the key of E♭ Major.

(*Proceed as before—only counting the time audibly in each case.*)

O P



No. III.

One more passage, marked M, will now be played, which you will endeavour to write *from memory* (without taking any notes). It is in the scale of C Major, in Common Time, and is to be written in the Bass Clef, and distributed into bars.

(*Play it four times slowly, without counting.*)

M

LIST

(IN ORDER OF MERIT)

OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR ADMISSION INTO NORMAL SCHOOLS,

CHRISTMAS, 1864.

NOTE.—The Names of Candidates who have *not* been Pupil Teachers, and of the Normal Schools at which they severally attended for Examination, are printed in *italic*.

I. *Church of England—Males.*

FIRST CLASS.

Vaughan, Charles .....Wollaston N.S.
Johnson, George .... ..*Saltley.*
Davies, David John ....Isleworth N.S.
Spencer, James .....Oldbury N.S.
Cleugh, Edward .....Wigton N.S.
Bixby, Joseph .....Wandsworth, St. Anne's N.S.
Ward, Thomas.....Settrington N.S.
Woodhouse, George ....Dudley, St. John's N.S.
Bagot, William .....Preston, Holy Trinity N.S.
Cannell, James .....Douglas, St. Barnabas S.
Cowans, James Racine ..Wreay C. E. S.
Gill, James .....Peel (Isle of Man) N.S.
Sargent, William.....Halstead, St. Andrew's N.S.
Smith, Thomas Edwin ..Darlington, Trinity S.
Cheese, Thomas .....Aylesbury N.S.
Garside, Firth .....Dukinfield, St. John's N.S.
Taylor, David .....Dallington N.S.
Cutler, John James ....Birmingham, St. Paul's N.S.
Brown, Charles Gilbert ..Devonport, St. James.
Butterworth, Theodore ..Middleton N.S.
Gray, George Isaac.....Holborn, St. George the Martyr N.S.
Payne, James .....South Stoneham, and Portswood N.S.
Rayment, George .....*Chelsea.*
Jennings, Thomas J. ....Strood N.S.
Blackman, Philip .....Portsea Island P.U.S.
Chadwick, Thomas .....Manchester, Newton Heath, All Saints.
Cox, Samuel..... Whittlesey N.S.
Allberry, Edmund .....Chichester, Central S.
Brown, William .....Ripley (Derby) N.S.
Buckley, John Shaw ....Manchester, Birch, St. James N.S.
Bush, Samuel .....Winchester, St. Thomas N.S.
Eustice, John H. .....Phillack N.S.
Heel, Edward .....Clerkenwell, St. Mark's.
Hindmarch, Philip .....Shincliffe, Par. S.
Jarman, Charles .....Wear Gifford Ch. of E.S.
Mainer, Benjamin .....Sholing Common N.S.
Pritchard, Thomas.....Sirhowy S.
Rawlins, Mark .....Whiteparish N.S.
Stork, Frank.....York, Practising S.
Cooper, Joseph.....Pain's Lane, Wellington, St. George's S.
Lloyd, Daniel .....Vaynol N.S.
Ridger, Charles .....Chertsey, P. U. S.
Brockbank, Thos. Wm...Little Bolton, All Saints' N.S.
Cooper, Edward Phipp . .Wigston Magna N.S.
Lane, Charles .....New Swindon G.W.R. Co's. S.
Owen, Timothy M.....Aberdare Town N.S.
Whitehouse, Hy. Innes..Westminster, St. Margt. and St. John's N.S
George, Thomas B.....Warrington Heathside N.S.

FIRST CLASS—*continued.*

Armstrong, Joseph .....Tanfield N.S.
Hancox, William .....Stone, Christ Church N.S.
Mills, John .....Salcombe, Kingsbridge N.S.
Moore, Edward Wm. ..Tamworth N.S.
Morris, Thomas .....West Bromwich, Hill Top, St. James N.S.
Williams, William .....Liverpool, St. Catherine's N.S.
Walker, John .....Newcastle-under-Lyne N.S.
Clarke, John..... .Holme-on-Spalding-Moor N.S.
Day, William .....Bentley (Warwick) N.S.
Manning, Lisle .....Temple (Bristol) Colston's N.S.
Smith, Frederic .....Wednesbury, St. John's N.S.
Smith, Robert ..... Leckhampton, St. Philip's N.S.
Tredger, William R. ....Shirley, (Hants) N.S.
Walker, Richard. .....Bentley (Warwick) N.S.
Hibbert, Percival B. ....Nottingham, St. John's N.S.
Brewer, Jno. Jas.....Jersey, St. Mark's S.
Brown, John A. .....Lowick Charity S.
Byatt, Horace .....South Hackney N.S.
Luff, John .....Ruskington S.
Magee, Charles .....Fulham, All Saints' N.S.
Nevey, George R. .....West Bromwich, St. Peter's N.S.
Potter, Nicholas C.....Pembroke Dock N.S.
Snell, Daniel .....Flamstead N.S.
Crawford, John C. .....Hurdsfield Lower N.S.
Lawson, Thomas.....Durham, St. Oswald's S.
Beaumont, Wm. Thomas Stanley, St. Peter's N.S.
Eaves, James .....Southwark. St. George N.S.
Edwards, Samuel .....Oldham, St. Peter's N.S.
Garside, Robert .....Manchester Red Bank, St. Thomas' N.S.
Kirby, John ....Halsall N.S.
Marshall, Samuel .....Salford, St. Bartholomew's S.
Martyn, William C. ....Hull Ch. Ch. Boys' S.
Russell, Frank.....Isle of Wight P.U.S.
Sparkes, William.....New Brentford N.S.
Thomas, George .....Gelligaer Endowed S.
Wardle, Robert .....Little Bolton, AllSaints N.S.
Beeby, Walter C .....*Saltley.*
Buckingham, Charles....Mortlake N.S.
Butterworth, Charles ....Clayton Le Moors N.S.
Cæsar, Eli .....Godalming N.S.
Clark, David .....Heathfield N.S.
Lee, William.....Hanwell Cent. Lond. Dist. P.U.S.
Rogers, Andrew .....Stalbridge N.S.
Taylor, Edward .....Kendal P.U.S.
Wilson, Wilfred .....Sheffield, Parish Ch. S.
Turner, Jonas .....Sutton-in-Kildwick N.S.
Follett, William .....North Molton N.S.
Harris, Robert F. P. ....Bloomsbury N.S.
Hickman, William .....King's Somborne N.S.
Howlett, Thompson.....West Hartlepool N.S.
Landon, Joseph .....Edgbaston Par. S.
Richards, Thomas .....Pontygof S.
Roper, Samuel.....Wednesbury, St. John's N.S.
Sheppard, Alfred.....Hounslow Subscription S.
Staines, Lawrence .....Flamstead N.S.
Willis, Joseph .....Ewelme Parish S.
Coates, Robert .....Walton Le Dale N.S.
Booth, Isaac James.....St. Geo. in the East, St. Matthew's
Broad, Edward.....Greenwich, Trinity S.
Carr, John.....Horbury N.S.
Hutchins, Edward Henry Fulham, All Saints' N.S.
Newell, Arthur .....Pudsey Lowtown N.S.
Stanton, John .....Finedon End. S.
Rideal, John Y. .....Kingcross, St. Paul's S.
Buckingham, Henry .....Bath, Trinity N.S.

First Class—*continued.*

Hunter, George .....Uckfield Par. S.
Laing, William Tindle ..South Shields, Trinity S.
Livsey, James .....Elton, All Saints' N.S.
Rice, William .....Waddesdon N.S.
Dines, Joseph .....Maldon N.S.
Hart, George .....Chelsea, Ch. Ch. N.S.
Rowley, Thomas C. ....Birmingham, St. Paul's
Attridge, Isaac.....High Easter N.S.
Brumby, John William ..South Shields, Trinity S.
Crook, George ..... .N. Surrey District, P.U.S.
Evans, John Edwin.....Haverfordwest, N S.
Ewing, James .....*Battersea.*
Stead, Richard .....*York.*
Wells, Samuel R. .....Brasted, N.S.
Barrow, Richard.....Elton, N.S.
Cain, Edward ....Peel (Isle of Man) N.S.
Cornah, Joseph .....Rugby, St. Matthew's N.S.
Dowling, Walter E. H...Hammersmith, St. Paul's
Drew, James F. .....Birmingham, Bishop Ryder's N.S.
Dunn, John .....Whittingham, N.S.
Engledew, William B. ..Hendon, St. Paul's N.S.
Fry, William.....Narberth, N.S.
Greenfield, Joseph HenryBillingshurst, N.S.
Harrison, Alfred .....Islington, St. Bartholomew, N.S.
Hobbis, William I.....East Hendred, N.S.
Watson, Thomas.....Grantham, N.S.
Ackers, Frederick James Leigh (Rochford) N.S.
Brown, Benjamin .....Wellington (Salop) N.S.
Greenwood, Wilkinson ..East Morton, N.S.
Head, James.....Southbourne and Seaside, N.S.
Kendall, Henry .....Yeovil, N.S.
Lodge, John Lewis .....Newmill (Huddersfield) N.S.
Moss, James.....Altrincham and Bowdon Downs B.S.
Prichard, Thomas .....Glanogwen N.S.
Fieldsend, George .....Wentworth Barrow, N.S.
Davey, William Henry ..Pendeen (Cornwall) N.S.
Dawson, Jonathan F.....Wandsworth, St. Anne's, N.S.
Dickenson, Fred. WilliamRotherham, N.S.
Evans, Davie . .....Llandudno N.S.
Hancox, Daniel .....Coseley (Bilston) Ch. Ch. S.
Pegden, Frederick J.....Northbourne, St. Augustine's
Sanders, William Hy. ..Pensilva N.S.
Cadwell, Robert .....North Meols N.S.
Chanter, Edward J.....Bideford, Longbridge N.S.
Cutliffe, William.....Ilfracombe, St. Philip and St. John's N.S.
Ducker, Frederick .....Swavesey N.S.
Frewin, John .....Henley-on-Thames N.S.
Frith, Henry .....Hull, St. John's N.S.
Gerrish, William.....Batheaston N.S.
Miller, Frederick.....Bath, St. Saviour's N.S.
Pavier, Tom .....Lambourne N.S.
Pursglove, Samuel .....Prickwillow, Ch. of E. S.
Smith, James .....Walmersley, Ch. Ch. N.S.
Andrews, William .....Tiverton N.S.
Ashton, Edwin.....Hulme, Wilmot St. Free S.
Buck, James .....Gorlestown and Southtown C.E.S.
Close, Ralph .....Melbecks N.S.
Tucker, Thomas .....St. Mary Church N.S.
Driffield, Thomas.....West Hartlepool N.S.
Fitton, Thomas .....East Crompton N.S.
Pullen, Thomas M.....Bolton, St. George's N.S.
Shaw, Alexander.....Newmill (Huddersfield) N.S
Stone, Jacob..... .....Powerstock N.S.

First Class—*continued.*

Archer, James .....Exeter N.S.
Bellringer, John George..Brighton, St. Paul's N.S.
Goodyear, Henry Samuel Alverthorpe N.S.
Greenhill, George .....Feckenham N.S.
Lihou, John James .....Jersey, St. Paul's N.S.
Richards, Samuel .....Plymouth, St. Andrew's, Princes St., N.S.
Ward, William R. .....Blackburn, St. Peter's N.S.
Bishop, Bertram .....Worcester, St. Peter's N.S.
Compton, Allan .....East Tytherley Endowed S.
Danson, James Myers ..Ingleton N.S.
Kershaw, Edward .....Keighley N.S.
Phibbs, Alfred .....Ocker Hill N.S.
Wilson, Samuel ..... Burton-on-Trent Ch. Ch. N.S.

Second Class.

Sutton, George .....Amblecote, N.S.
Adams, Joseph .....Cheshunt, Dewhurst S.
Ball, Thomas .....Southport, Trinity N.S.
Hawes, Henry .....Staveley N.S.
Masheter, James .....Preston, St. James'.
Rowston, Robert.....Hull, Ch. Ch. N.S.
Spedding, John .....Etherley N.S.
Taylor, William .....Higham N.S.
Treunellen, Thos. Francis St. Austell N.S.
Warner, William.....Hounslow Subscription S.
Harper, John .....Oxford, St. Giles' N.S.
Monroe, James.....Southwark, St. George the Martyr, P.U.S.
Payne, George .....Plymouth, St. James' N.S.
Robinson, Benjamin ....Oldbury, Messrs. Chance's S.
Stones, Adam .....Horwich N.S.
Wade, James C. .....Coven N.S.
Bottom, John Edward ..Lindley (Huddersfield) N.S.
Challice, George William Bradninch N.S.
Hurskins, Edward .....Kidderminster, St. George N.S.
Plummer, Oscar James ..Woodford Bridge, St. Paul's N.S.
Read, Benjamin .....*Peterborough*
Barlow, Henry.....Buglawton N.S.
Cooper, Charles .....Marple, High Lane N.S.
Fullerton, James .....Notting Hill, St. James'
Heath, Nicholas G.....Smalley N.S.
Houscroft, Tom .....Bradford, Walker and Co.'s S.
Smedley, Joseph .....Worksop Abbey N.S.
Truelove, William .....Sheffield Park, St. John's N.S.
Fellows, Thomas .....Birmingham, Bp. Ryder's S.
Ashworth, Edwin .....Rawtenstall N. S.
Kesson, Henry James.....*Cutham*
Hawking, Wm. Thos.....St. Ive (Cornwall) N.S.
Morgan, James.....Frome Bishop, C. of E.S.
Nolan, Edward .....North Surrey, District P.U.S.
Pywell, Bryan W. .....Rockingham, N.S.
Riby, William .....Hull, St. John's N.S.
Sagar, Matthew .....*Durham*
Seymour, John.. ..... Bury (Lancashire), Central N.S.
Tempest, William .....Kildwick, N S.
Cockerline, William ....Walton (York), N.S.
Downing, George .....Donington Wood N.S.
Hallett, George .....Castle Cary and Almsford N.S.
Herring, W. John.....*Peterborough*
Jones Watkin Morgan ..Ystalyfera N.S.
Lightfoot, Reuben .....Wharton N.S.
Rose, Alfred .....Raunds N.S.
Schofield, John.....Smallbridge, St. John's N.S.
Vincent, G. .....Bishopstoke N.S.
Roberts, Robert G. .....*Carnarvon.*
Cant, Samuel .....Bures N.S.

SECOND CLASS—*continued.*

Jones, John .....*Carnarvon.*
Lenthall, Henry .....Salford, St. Bartholomew N.S.
Malyn, Thomas .....Witham N.S.
Wood, John .....St. George N.S.

Collins, David .....*Saltley.*
Gilbert, Noah .....Kidderminster, St. John Baptist N.S.
Mc Lean, Thomas .....*Winchester.*
Paxton, John .....Easington Lane Colliery S.

Christopher, Albert.....Ware, Christ Church N.S.
Fursey, Samuel .....*Exeter.*
Spencer, George .....Lea, Public S.

Bassett, William.....East Malling N.S.
Brough, Edward .....West Hartlepool N.S.
Elliott, William .....Tarvin N.S.
Holiday, Ezra .....Backfoot N.S.
King, George .....Burley, Daily Church of England S.
Wyatt, Henry .....Tyldesley, Church of England S.

Heald, William .....Manchester, St. Matthew's N.S.
Johnson, William .....*Saltley.*
Jones, Thomas.....Stokesay N.S.
Mare, John .....Morchard Bishop N.S.
Thom, James ..... .Hawick, St. Cuthbert's Episcopal S.
Davies, David..... Swansea N.S.

Harries, William.....Llanddarog N.S
Littlewood, Thomas ....Wakefield, All Saints' N.S.
Owram, George .....Barnsley N.S.

Beaumont, Henry .....Swavesey N.S.
Hernaman, John.....Cheltenham, Trinity N.S.
Hewlett, Frederick D.P. Bristol, St. Paul's Parochial S.
Johns, Francis W. .....Gloucester, St. James' N.S.
Turner, Walter G. .....*Exeter.*
Williams, Thomas .....Llanfair-fechan S.
Gill, Henry Scott.....Chelfenham, Highbury B.S.

Evans, George .....Handsworth N.S.
Holman, William James Cutcombe Endowed S.
Moon, Edwin .....Stillington N.S.
Thatcher, William .....Thornbury N.S.

Hornby, William.....Preston, St. Thomas N.S.
Rose, Moses .. ..Dudley, St. John's Kate's Hill N.S.

Evans, David .....Aberbank N.S.
Nash, Owen .....*Culham.*

Coles, Edward.....High Littleton N.S.
Cook, Stephen .....*Exeter.*
Crossland, William.....Manchester, Ancoats, St. Jude's N.S.

Cooper, John .....Stockton Heath N.S.
Matthews, Thomas.....London, All Saints, Gordon Sq., N.S.
Walker, Henry John.....*Battersea.*

Bryant, James .....Downend N.S.
Elliss, Seth .....Hoylandswaine N.S.
Gamwell, William .....*York.*
Topham, Edwin .....Hulme, St. Mark's N.S.

Carpenter, George Thos...Great Tew N.S.
Jones, John .....Ystradgynlais N.S.

Coppin, George.....*Battersea.*
Gaskill, William .....Marple, High Lane N.S.
Johnson, Isaac .....*Durham.*
Tuck, William F. .....Frampton-Cotterell N.S.
Fenton, Charles White ..Pudsey, Fartown N.S.

Boulter, Edward .....*Saltley.*
Parry, William .....Llangristiolus N.S.
Cowap, William B. ....Davenham N.S.

Perkins, Robert .....Stoke, St. Michael's N.S.
Reading, Henry T.....Chelsea, St. Saviour's N.S.
Williams, Robert.....Llandwrog S

II. *Episcopal Church of Scotland—Males.*

First Class.

Walker, William F. ....Leith, St. James' Episcopal S.
Cowan, John Archibald..Gartsherrie Works, S
Miller, Stephen .....Inverury, St. Mary's Episcopal S.
Thomson, William .....Buckie, Episcopal S.
Laurie, Edward .....Cally, Episcopal S.
Mc'Kaig, John.....Airdrie, Episcopal S.

Second Class.

Kennedy, William .....Edinburgh Episcopal.
Kelly, James ..... .Glasgow, St. Jude's Episcopal S.
Wright, James.....Jedburgh Episcopal S.

III. *Church of England.—Females.*

First Class.

Harvey, Sarah .....Hanover Sq., St. George Unit. S. of Indus.
Leney, Jane .....Paddington, St. Stephen's N.S.
Riche, Sarah Louisa ....Lowestoft, St. John's N.S.
Bryning, Alice J.....Lancaster, St. Thomas' Girls S.
Dyer, Sarah W. .....Bethnal Green, St. James the Less N.S.
Orchard, Anne.....Derby, Trinity Church S.
Morant, Elizabeth A. ....Paddington, St. Stephen's N.S.
Reed, Amelia .....Dartmoor Prison S.
Eden, Mary F. .....Cheltenham.
Bowring, Sarah ElizabethDerby, Trinity Church S.
Cork, Alice .....Southwark, St. Mary's N.S.
Allison, Margaret .....Escombe and Witton Park Iron Works S.
Hendry, Ann J. .....Camberwell, St. George's N.S.
Ball, Hannah .....Hanover Sq., St. George Unit. S. of Indus.
Bird, Emma Sarah .....Aldridge (Walsall) Girls and Infants S.
Hole, Julia .....Bristol, Hannah More's S.
Newall, Caroline .....Altrincham, St. George's Jubilee S.
Potter, Matilda .....Northampton, St. Edmund's N.S.
Turner, Elizabeth .....West Derby (Liverpool) Girls S.
Bradshaw, Kath. A. E. ..Whitton, C. of E. S.
Stephens, Emma O.....Liverpool, St. Barnabas' N.S.
Thatcher, Eliza .....Newbury N.S.
Tingle, Sarah Ann .....Leeds, St. George's N.S.
Harrison, Sarah A. .....Salford, St. Matthias' N.S.
Bonsor, Elizabeth .....Oldbury N.S.
Hanney, Sarah .....Trowbridge, Trinity N.S.
Rowsby, Sarah.....Bradford, St. James' N.S.
Harrison, Elizabeth A.....Home and Colonial.
House, Frances .....Lisson Grove, St. Paul's Bentinck S.
Loose, Sarah.....Heaton Mersey, St. John's C.E.S.
Wheatley, Emma .....Finedon Endowed S.
Busher, Elizabeth .....Kendal, St. George's N.S.
Kersey, Mary D. .....Pimlico, St. Michael's N.S.
Musk, Mary Hannah ....Bromley-by-Bow, St. Leonards N.S.
Anderson, Lucy .....,Bridlington N.S.
Braybrook, Harriet E. ..Ipswich, St. Peter's N.S.

First Class—*continued.*

Hughes, Margaret .....Reading, St. John's N.S.
Jakeman, E. S. E. .....*Home and Colonial.*
Perry, Mary Jane .....Wolverhampton, St. Paul's N.S.
Robinson, Sarah .....Middleton, Barrowfield Infant S.
Willimont, Emma .....Norwich, Infants Model S.
Lake, Sarah A. .....Nottingham, Trinity Branch S.
Birch, Alice Annie .....Everton, St. Augustine's N. Infant S.
Card, Elizabeth .....Islington, St. Stephen's N.S.
Collingwood, M. J. .....*Home and Colonial.*
Frampton, Elizabeth ....Holloway, St. James' N.S.
Haxell, Elizabeth J. ....Ipswich, Nottidge Infant S.
James, Elizabeth .....Chillerton N.S.
Quayle, Margaret .....Douglas (I. of Man) St. Barnabas' Girls' S.
Wright, Elizabeth Jane..S. Audley Street, Grosvenor Chapel S.
Ellis, Louisa .....Tiverton B.S.
Lockhart, Amy .....Fulham, All Saints' N.S.
Pearson, Jane .....Barnsley, St. Mary's N.S.
Swain, Mary M. .....Kenilworth N.S.
Armes, Sarah Rachel ....Rochester, St. Nicholas' N.S.
Booth, Sarah .....Buersiland Lower Place (Rochdale) Girls N.S.
Collison, Jane S. .....South Hackney N.S.
Elson, Clara E .....Ewell N.S.
Fornison, Mary .....Chiswick, St. Mary's N.S.
Frost, Mary Ann .....Leicester County S.
Milton, Ann .....Castle Hill N.S.
Moore, Caroline S. .....St. Mary Church N.S.
Pollard, Ellen .....Truro Practising S.
Roff, Annie Penson.....Hampstead St. John's Par. S.
Thomas, Mary A.....Bruton N.S.
Williams, Emily M. ....Paddington, St. Stephen's N.S.
Barnes, Emma... .....Corfe Mullen, Lockyer's N.S.
Cambridge, Amelia .....Bath, Victoria Infants S.
Darby, Hannah Margaret .Durham.
Fentum, Matilda .....Jersey, St. Mark's N S.
Foden, Emma ....Congleton, St. James' N.S.
Hall, Letitia Dorothy .....Tunbridge Wells, Trinity N.S.
Hammond, Mary A. ....Everton, St. George's N.S.
Judd, Mary Ann .....Holloway, St. James' N.S.
McQuoin, Mary A.....St. Pancras, St. John's District N.S.
Room, Louisa.....*Bristol and Gloucester.*
Wells, Mary Elizabeth ..Sleaford N.S.
Willis, Elizabeth.....Reading, St. Giles N.S.
Brough, Elizabeth .....*Home and Colonial*
Dyason, Afra.....*Home and Colonial*
Griffiths, Mary .....*Home and Colonial*
Hutchinson, Mary .....Croydon Ch. Ch. N.S.
Lowry, Alice Eliza .....Stockport, Girls S.
Powell, Elizabeth .....*Home and Colonial*
Quincrey, Cecilia C. C. ..Boston, West Church N.S.
Richadson, Martha ....Uckfield N.S.
Jones, Caroline Emma ..St. Martin-in-the-Fields N.S.
Nettell, Catharine .....Illogan N.S.
Allerton, Eliza.....Alderburgh S.
Axton, Annie .....*Salisbury*
Baker, Bertha .....Colchester, Blue and N.S.
Cooke, Hester .....Worcester, St. Clement's N.S.
Diggens, Emily E. .....Tunbridge Wells N.S.
French, Mildred F.....Penge N.S.
Haydon, Rachel .....Norwich, St. John de Sepulchre N.S.
Ibberson, Hannah .....Armitage Bridge N.S.
Pearce, Harriett .....Westminster, St. Margt's, and St. John's N.S.
Richards, Emma .....Woolwich, St. Thomas N.S.
Smith, Katherine.....Camberwell, St. George's N.S.
Swift, Jane.....Preston, All Saints' School.

First Class—*continued.*

Watson, Hannah.....Burwash N.S.
Wilkins, Elizabeth H. ..Bristol, St. Michael's N.S.
Winstanley, Mary A.....Warrington, Heathside Infant S.
Wood, Jane E. .....Enfield Lock, Government S.
Alderson, Elizabeth .....*Norwich*
Cook, Barbara .....Worcester, St. Peter's N.S.
Harris, Fanny .....Bristol, Hannah More's S.
Ibbotson, Elizabeth ....Birmingham, Ch. Ch. N.S.
Patterson, Eliza .....Liverpool, North Girls C. E. S.
Pole, Mary Ann .....Neath, Alderman Davis' S.
Potter, Christiana R. ....St. Sepulchre's (Middlesex) N.S.
Rogers, Jane.....Trevenson Pool N.S.
Smith, Sarah Ann .....Enfield, St. James' Infant S.
Hughes. Rebecca .....Llandegai N.S.
Booker, Susannah .....Ticehurst N.S.
Bryan, Susan .....S. Metropolitan District P.U.S.
Carriek, Isabella .....*Durham.*
Chapman, Sophia Edna Bethnal Green, S. Bartholomew's N.S.
Fell, Ermelinda .....Everton, St. Geo. N.S.
Heap, Mary ....Great Marsden N.S.
Hickman, Elizabeth ....Bristol, Hannah More's S.
Hudson, Jessie .....Chester-le-Street N.S.
Linnell, Arabella .....Rugby, Trinity Par. S.
Pert, Rosa Eliza .....St. Pancras, St. John the Evan. District S.
Purser, Miriam .....Plumstead Central S.
Senior, Ellen.....Leeds, Woodhouse St. Mark's N.S.
Sibbick, Amelia .....Broadstairs N.S.
Anderson, Jane..... .*Home and Colonial.*
Bidwell, Fanny .....East and West Teignmouth Par. S.
Brooker, Lucy .....Everton, St. Geo. N.S.
Collyer, Harriet J. .....Leeds, North Hall, St. Andrew's N.S.
Green, Harriette .....Southbourne and Seaside N.S.
Hawkes, Mary J. .....Coltham Fields (Charlton King's) N.S.
Holmes, Elizabeth .....Stowe, Lichfield Endowed S.
Hunt, Charlotte .....Leicester, St. John's N.S.
Lomax, Sarah Anne ....Hulme, St. Philip's N. S.
Marr, Helen .....Ripley (Derby) N.S.
Norris, Eliza.....Crudwell N.S.
Owen, Jane .....Holyhead N.S.
Roberts, Elizabeth .....Manchester, Cheetham Hill, S. Mark's N.S.
Warren, Sarah A. .....Kettering, North End School
Weatherby, Jane .....Market Drayton N.S.
Baggaley, Ellen .....Clay Cross Iron Works S.
Bush, Emma R. .....Millbrook N.S.
Cave, Harriet .....Liverpool, Windsor, St. Clement's N.S.
Corner, Louisa.....Milverton N.S.
Ellis, Mary Ann .....Cambridge, King Street N.S.
English, Emily S. .....Brighton, S. Margaret's N.S.
Gibbons, Ellen E. .....Camberwell, Camden Chapel S.
Innocent, Helen .....Coventry, S. Peter's N.S.
Lane, E. S. .....*Bristol and Gloucester.*
Malcolm, Mary E. .....West Hackney N.S.
Makin, Elizabeth .....*Warrington.*
Pryde, Harriett .....Cainscross (Stroud) N.S.
Williams, Catherine ....Worcester, St. Paul's N.S.
Hather, Catherine .....Nottingham, Trinity Branch S.
Cooper. Annie Maria ....Nottingham, Trinity N.S.
Aiken, Mary .....Elton, All Saints Ch. of Eng. S.
Banfield, Mary .....Western Hove S.
Beddowes, Agnes, C. ....Doncaster Ch. Ch. N.S.
Blair, Margaret M.....Louth Infant S.
Clayton, Annie.....Wicker, Trinity Girls S.
Cole, Sarah .....Notting Hill, St. John's N.S.
De Fraine, Ann .....Great Berkhampstead N.S.

First Class—*continued.*

Gibbons, Eliza .....*Lincoln.*
Hall, Caroline .....Chawton N.S.
Hayhurst, Alice .....Blackburn, St. John's.
Hyde, Eliza Anne .....Windsor Royal Free S.
List, Mary Anne .....Edgbaston, St. George N.S.
McLean, Christina .....Stoke-upon-Trent Central S.
Mallin, Mary .....Oldbury, Messrs. Chance's S.
Marsh, Harriet E. M ....Somerford-Keynes N.S.
Morgan, Mary .....Manchester, St. Matthew's N.S.
Newman, Emma .....Bideford, Longbridge N.S.
Parsons, Eliza .....*Home and Colonial.*
Satchell, Louisa .....Rugby, Elborow's S.
Shaw, Ellen .....Stone, Christ Ch. S.
Woodland, Lydia .....London, Old Street Road, St. Mark's N.S.
Worthington, Emma M. Macclesfield, Old Ch. N.S.
Bird, Julia Ann .....Birmingham, Bp. Ryder's S.
Boot, Ellen .. ..Sheffield, Par. Ch S.
Cadwallader, Elizabeth..Cheltenham, St. Mary's N.S.
Dean, Sarah Ann .....Salford, St. Bartholomew's N.S.
East, Mary J. .....Islington Chapel of Ease S.
Edwards, Sarah .....Durley N.S.
Gates, Rachel .....Clapham, St. James N.S.
Lewis, Elizabeth .....*Cheltenham.*
Mann, Louisa Howes....Norwich, St. Saviour's S.
McDonnell, Susan .....Spitalfields Par. and N.S.
Medhurst, Martha .....Westerham N.S.
Montgomery, Mary.....Everton Ch. Ch. N.S.
Osborn, Elizabeth .....Northampton, St. Catherine's N.S.
Pike, Maria .....Chinnor N.S.
Pinkerton, Eliza .....Bristol, Weir, St. Matthias N.S.
Price, Matilda .....Oldbury, Messrs. Chance's S.
Plucknett, Helen.....St. Martin-in-the-Fields, N. District S.
Sanders, Mary .....Chesterfield, Victoria S.
Twist, Alice Paulina ....Birmingham, St. Paul's N.S.
Wakefield, Sarah.....Clifton P.U.S.
Wilkinson, Martha .....Bingley (Yorkshire) N.S.
Bale, Caroline K. .....Southampton, All Saints' N.S.
Baron, Mary.....Newent, N.S.
Billington, Mary .....Hatfield Ch. of England S.
Crellin, Ann.....Douglas, St. Barnabas N.S.
Eastment, Charlotte .....*Home and Colonial.*
Griffiths, Mary.....Westminster, Gt. Peter St., St. Mat. N.S.
Harvey, Emma.....Oxford, St. Clement's N.S.
Lewis, Annie .....East Walcot (Bath), St. Swithin's Infant S.
Searles, Mary .....Lenton N.S.
Stones, Jane .....Astley N.S.
Yates, Ann .....Dukinfield, St. Mark's N.S.
Staddon, Sarah.....Newington, St.Mary's N.S.
Abbott, Sarah H. .....St. Helen's, Parr Mount, Holy Trinity N.S.
Bamforth, Sarah .....Elworth, St. Peter's N.S.
Batty, Olivia .....Bradford, St. James' N.S.
Beck, Fanny.....Oldbury N.S.
Brooks, Jane Anne .....Preston Central Girls' S.
Carruthers, Margaret....Carlisle, Fawcett S.
Cook, Ruth .....Mortlake N.S.
Dickenson, Mary A. ....Knaresborough N.S.
Garner, Mina ....Greenwich West, Infant S.
Meek, Sarah A. .....York, Aldwark N.S.
Peling, Elizabeth Mary..Camden Town N.S.
Pittard, Mary Ann .....Widley and Wymering N.S.
Reed, Elizabeth .....Elm Girls' S.
Sandells, Hannah .....Kidderminster, St. Mary's Girls' S.
Scadden, Emily .....Scilly Isles, St. Mary's N.S.
Scott, Annie.....Great Berkhamstead, N.S.

First Class—*continued.*

Smith, Sarah A. .....Cropredy N.S.
Stevens, Harriett.....West Malling Girls' S.
Stickley, Mariana .....Tunbridge Wells, Trinity N.S
Thomas, Catherine .....Tyntwr, Ch. of England
Wheeler, Martha H. ....Chelsea, Ch. Ch. N.S.
Cook, Charlotte .....Peterborough N.S.
Evans, Martha.....Glynne N.S.
Farr, Sarah ....Wolverhampton, St. Matthew's N.S.
Fillingham, Emily M.....Croydon B.S.
Hamilton, Alice .....Manchester, St. Andrew's N.S.
Hunter, Isabella .....Preston, St. Mark's N.S.
Lanning, Mary A. .....Cranborne N.S.
Lovell, Ellen M. .....Bradninch, N.S.
Martin, M. A......*Home and Colonial.*
Row, Florence.....Battersea Fields, St. George's C.E.S.
Rowley, Jane .....Orton Longueville N.S.
Shelton, Elizabeth .....Birmingham, Ch. Ch. N.S.
Spivey, Harriet .....Louth Infant S.
Walters, Charlotte .....Haggerstone, Stonebridge, All Saints' N.S.
Williams, Lucy E. .....Worcester, St. Peter's N.S.

Second Class.

Dainty, Matilda .....Nottingham, St. Nicholas N.S.
Cole, Isabella .....Hilperton, N.S.
Elton, Sarah Ann .....Rochdale, St. Alban's Girls S.
Goodburn, Frances.....Liverpool, St. Jude's Girls S.
Jarvis, Agnes Louisa ....Marylebone, St. Mark's Parochial S.
Lawson, Elizabeth Ann..Willesborough N.S.
Mattock, Sarah Ann ....Exeter, St. Sidwell's N.S.
Morgan, Helen .....Godalming N.S.
Nash, Louisa S. .....Westminster, Ch. Ch. N.S.
Phillips, Sarah .....Carlisle, Fawcett C.E.S.
Pirt, Mary Ann .....*Home and Colonial.*
Shore, Lucy .....Everton, Ch. Ch. N.S.
Turley, Elizabeth.....Birmingham, St. George's N.S.
Tuson, Anne.....Preston, All Saints N.S.
Emmott, Rebecca .....Leeds, St. Peter's Girl. S.
Broatch, Annie ..... Mayfield N.S.
Colborne, Sarah F. .....Lindhurst N.S.
Collins, Jane .....Birmingham, St. Mark's N.S.
Elliott, Sophia.....Portsea Island, P.U.S.
Gadd, Emma C. .....Camberwell, Camden Chapel S.
Griffiths, Annie E. .....Lisson Grove, St. Paul's Bentinck S.
Hall, Jane.....Wearmouth Colliery S.
Jones, Elizabeth Ann....Limehouse, St. John's N.S.
Lovatt, Annie .....Nantwich N.S.
Mills, Frances .....Marylebone, Western S.
Mills, Mary .....Bishopstone (Salisbury) N.S.
Powell, Mary .....Calne, Lord Lansdowne's Infant School
Power, Julia.....Stepney, P.U.S.
Smith, Elizabeth.....Elton, All Saints Infant S.
Smith, Sarah Ann .....Spitalfields Par. N.S.
Hutchinson, Elizabeth ..Masham, N.S.
Basten, Jane.....Reading, S. John's N.S.
Bellamy, Mary Ann ....Droitwich, St. Peter's N.S.
Belton, Jane.....Nottingham, St. Mary's N.S.
Campbell, Annie M. ....Rochester, S. Nicholas N.S.
Charlton, Ellen .....Halliwell, Jubilee Girls' S.
Chumbley, Emma .....Amblecote, N.S.
Condy, Frances Jane ....Camden Town N.S.
Cotton, Mary .....Northwood (Staffs.) N.S.
Foster, Sarah Ann .....Wicker, Trinity Infant S.

Second Class—*continued.*

Johnstone, Mary Ellen ..Preston, St. Mary's Infant S.
McHaffie, Jessie .....Bitterne, Girls N.S.
Moore, Elizabeth .....*Derby*
Retallack, Amelia ..... St. Feock N.S.
Scholfield, Naomi .....Milnrow N.S.
Thompson, Elizabeth.....Wyke Regis N.S.
Young, Margaret M. ....Plumstead, Burrage Road Ch. of Eng. S.

Bolingbroke, Matilda....Hull, St. Mark's N.S.
Hallett, Louisa R. .....Rampisham N.S.
Johnstone, Mary .....*Home and Colonial.*
Malam, Arabella Fanny Kennington Oval N.S.
Musker, Sarah .....Everton Ch. Ch. N.S.
Needham, Henrietta M. Miles Platting, St. John's N.S.
Oddy, Mary .....Bradford (Yorkshire), St. Andrew's N.S.
Owen, Margaret .....Llanfyllan N.S.
Pullen, Martha C. .....Chelsea, Park Chapel S.
Wilkins, Hannah.....Warwick Borough, St. Mary's N.S.

Bell, Mary Ann .....Burnley N.S.
Boynett, Emma .....Brighton, St. Nicholas N.S.
Colls, Ellen Hebe .....Chedgrave S.
Crossley, Sarah A. .....Bradford (Yorkshire), St. Andrew's N.S.
De Bruin, Henrietta ....Beckenham N.S.
Drake, Mary Lois .....Birstal N.S.
Farnworth, Alice.....Preston, St. Thomas' N.S.
Howl, Hannah.....Darlaston Old Church N.S.
Jones, Emma .....Lewisham, St. Mary's N.S.
Mann, Elizabeth .....Ashton-le-Willows, (Wigan) Rectory S.
Parnell, Emma .....Bethnal Green, St. Philip's Infant S.
Phillips, Jane .....Garston N.S.
Rhodes, Elizabeth .....Preston, St. Peter's Infant S.
Steele, Mary Ann .....Hope, Trinity N.S.
Sutton, Sarah .....Frogmore, End. C.E.S.
Taylor, Mary .....Bradford, Stott Hill Par. Ch. S.
Thomlinson, Fanny.....Leeds, St. Philip's N.S.
Thorne, Eliza Rosina....Purton N.S.
White, Anne.....Tysoe N.S.
Siddall, Sarah Ann.....Hallfax Par. Ch. S.

Bartram, Mary A. .....Knaresborough N.S.
Belcher, Rowena .....Newbury N.S.
Collier, Emily .....Bath, St. James' N.S.
Coupe, Martha.....Blackburn, St. John's S.
Crampton, Jane .....Farnley N.S.
Evans, Emma .....Breem (Lydney) N.S.
Grist, Jessie .....Marylebone, Western S.
Higgott, Esther .....Rollestone N.S.
Kay, Alice .....Derby, Trinity Ch. S.
Linstead, Agnes .....Ware, Christ Church N.S.
Lord, Amanda M. .....Manchester, S. Thomas Redbank N.S.
Perry, Julia C......*Home and Colonial*
Reynolds, Sarah S. .....Birmingham, St. Matthews' N.S.
Roberts, Magdalene ....Hulme, St. George N.S.
Sharp, Harriet.....St. Marylebone Central Infant S.
Shaw, Rosina .....West Bromwich, All Saints N.S.
Smith, Elizabeth .....*Home and Colonial*
Turle, Mary .....Llandaff, N.S.
Walker, Henrietta .....*Home and Colonial*
Williams, Isabella F. ....Rochdale, St. Alban's Girls N.S.

Abson, Mary .....York Manor S.
Allen, Emily E. .....Pulborough N.S.
Ayton, Eleanor S. .....Bethnal Green, St. James-the-Less S.
Bell, Catherine .....New Catton S.
Bray, Sarah .....Brighton, St. Nicholas N.S.
Caurah, Sarah Ann.....Leicester, St. Martin's Charity S.
Chandler, Emma .....Reedham N.S.

SECOND CLASS—*continued.*

Eden, Eleanor M. .....Stroud N.S.
Frain, Georgina .. ..Plymouth, Grey C.E.S.
Jacka, Maria C. .....Helston N.S.
Johnson, Mary.....Stockton Heath N.S.
Kaye, Elizabeth .....Glandford Brigg N.S.
Knight, Elizabeth C. ....Stonehouse N.S.
Lovell, Lucy Ann .....Cardiff, St. Mary's N.S.
McColl, Sarah .....Everton (Liverpool) Ch. Ch, N.S.
Nickless, Julia Jane ....City of London First S.
Pope, E. S. .....Halesowen N.S.
Roebuck, Ellen .....Oldham, St. Peter's N.S.
Smith, Hannah.....Keighley N.S.
Westwood, Hannah ....Stourbridge, St. Thomas N.S.
Bennett, Martha .....Hoddlesden N.S.
Carr, Ann .....Leeds, Hunslet N.S.
Coulson, Jane .....Bridlington N.S.
Edwards, Alice J.....Home and Colonial
Goodwin, Clarissa .....Stepney, Trinity S.
Griffiths, Isabella.....Liverpool, All Saints' Inft. S.
Keen, Sarah .....Bristol, St. Augustine's Inft. S.
Kershaw, Sarah A.....Brighouse N.S.
King, Isabella .....Blackburn, St. John's Inft. S.
Newbold, Eliza C. .....Norwich
Newman, Louisa.....Cheltenham Practising S.
Pattinson, Elizabeth .. .Carlisle Ch. Ch. N.S.
Pattison, Margaret Ellen..Durham
Powell, Margaret .....Bishops Auckland Girls' S. of Industry
Roper, Sarah Jane .....Preston, St. Mary's Inft. S.
Smith, Mary Ann .....Greenwich, East Branch S.
Soar, Emma .....Birmingham, St. Matthew's N.S.
Stannard, Matilda .....Home and Colonial
Wood, Ann .....Stepney, Redman's Row Inft. S.
A'Court, Mary A. .....Ottery St. Mary N.S.
Archer, Emma.....Bradford Manchester Rd. Factory S
Ascroft, Isabella .....Wigan, St. Thomas N.S.
Dickins, Anna Maria....Nottingham, Trinity N.S.
Lightfoot, Martha .....Turvey, Infants' S.
Pickup, Margaret .....Habergham Eaves, Par. S.
Potter, Sarah Ann .....Taunton Central Infant. S.
Taynton, Mary I. .....Swindon, G. W. R. Co's S.
Wedlock, Martha E. ....Lee (Kent) N.S.
Fisher, Susan Eliza.....Whittlesford N.S.
Fones, Louisa .....Whitmore Reans N.S.
Hemsley, Caroline .....Lewes, All Saints and Southover N.S.
Hulatt, Ann .....Plumstead, Burrage Road C.E.S.
Kelly, Eliza Ann.....Pimlico, St. Michael's N.S.
Allenby, Myra .....Stratford-on-Avon N.S.
Broom, Mary Ann .....Hertford, Abel Smith S.
Bulcraig, Clara S. .....Aldersgate Ward and Packington S.
Claxton, Eliza L.....Hurdsfield N.S.
Conder, Hannah M. ....Cambridge, St. Giles' N.S.
Fearnley, Ann .....Bradford, St. Jude's N.S.
Leaver, Louisa.....Ardwick, St. Thomas' N.S.
Ludlow, Ellen .....Birmingham, Bp. Ryder's S.
Metcalf, Elizabeth .....Croft N.S.
Randall, Esther .....Arundel N.S.
Rider, Mary A. .....Wandsworth, St. Anne's S.
Sidey, Elizabeth .....Appleton (Cheshire) N.S.
Smethurst, Josephine ....Ardwick, St. Thomas' N.S.
Turner, Emily .....Bishop's Hull N.S.
Bell, Honora A. .....Bayford N.S.
Comstive, Susannah ....North Meols N.S.
Cowdry, Eliza .....Heytesbury N.S.
Crocombe, Elizabeth ....Langford Budville N.S.

SECOND CLASS—*continued.*

Dunthorn, Ann .....Ely Girls' S.
Field, Jane F. .....Bethnal Green, St. Matthew's N.S.
Freeth, Mary Ann .....Birmingham, St. Luke's
Furmage, Annie .....Bishopstone (Salisbury) N.S.
Gunning, Frances .....Coppenhall S.
Harwood, Mary A.....Luddenden N.S.
Potton, Elizabeth Mary ..*Warrington*
Sprague, Louisa Jane....Plymouth, Trinity N.S.
Taylor, Selina A.. .....St. Pancras, Trinity N.S.
Woodbridge, Sarah Anne High Wycombe N.S.

Ballans, Ann Jane.... .Walton le Dale N.S.
Bowman, M. J. .....Bath, Victoria Infants' S.
Davis, Mary H. .....Leeds, St. Andrew's N.S.
Glover, Charlotte .....Maidstone, Trinity N.S.
Lockyer, Fanny .....Cubbington N.S.
Moody, Amelia .....Frome, Trinity N.S.
Naylor, Ann..... ....Eccleston, St. Thomas N.S.
Raw, Mary .....Scarborough N.S.
Smith, Elizabeth .....Manchester, St. Saviour's N.S.
Waters, Anne .. ....Draycott and Wilne Infant S.
Wells, Fanny .....Brinklow N.S.
Widgery, Emma Carder..Woolwich Presbyterian S.

Brooke, A. M. .....*Ripon.*
Clark, Mary Ann .....Binfield Ch. of Eng. S.
Crabtree, M.....Lakenham, St. Mark's N.S.
Dutton, Annie ..... Coventry, Trinity N.S.
Forster, Sarah .....Alnwick S.
Mills, Mary .....Oldham, St. James' N.S.
Poole, Sarah.....South Ossett N.S.
Prinsep, Catherine .....Essington N.S.
Stillman, Louisa . .....Frome, Holy Trinity Parish S.

Buxton, Mary Mahaly ..Allestree Ch. of Eng. Infant S.
Douse, Elizabeth.. .....Hemel Hempstead Infant S.
Holland, Mary.... .....Preston Central Infant S.
Holloway, Eliza .....Whiteparish N.S.
Kempton, Elizabeth ....Ely, Broad Street Infant S.
Lord, Mary Hannah ....Manchester, All Souls' N.S.
Marshall, Mary .....Essingwold Ch. of Eng. S.
Perkins, Anne .....Exeter, St. David's N.S.
Richards, Phœbe .....Neath, Alderman Davis' S.

Atherton, Mary .....Southport, Holy Trinity Infant S
Butler, Martha.....Brindle Heath Infant S.
Redfern, Jane ..... Wednesbury, St. James' N.S.
Stevens, Emma .....Church Oakley N.S.
Vallack, Mary Emma....Salcombe N.S.
Vivian, Mary M.....Islington, St. Matthew's N.S.

Burrows, Martha Tucker .Pimlico, St. Michael's N.S.
Cluderay, Esther .....Holbeck, St. Matthew's N.S.
King, Jane Maria .....East Horndon N.S.
Lomax, Margaret .... .Pendlebury, Ch. Ch. N.S.
McKinless, Mary A. ....Manchester, All Souls' N.S.
Pearson, Jane Ann .....Easington Lane Colliery S.
Philipson, Frances .....South Shields, St. Stephen's N.S.
Sheffield, Mary Elizabeth Wharton Girls' S.
Smith, Marianna .....Forest Hill Ch. Ch. S.
Urwin, Margaret .....Birtley N.S.
Wright, Mary Ann .....Caston S.

Bowman, Mary.....Great Horton N.S.
Chippindale, A. Eliza ..Leeds, St. Saviour's N.S.
Corrie, Mary M. .....London, Crown Court Ch. of Scot. S.
Goldsworthy, Percy M ..Ulverstone (Coniston) Infant S.
Greening, Eliza .....Driffield N.S.
Haynes, Maria Frances ..Hanwell N.S.
Thompson, Emma .....Low Harrogate, St. Mary's N.S.

SECOND CLASS—*continued.*

Whitfield, Mary A.....Much Woolton Girls' S.
Chappell, Kezia .....Liverpool, All Saints' Infant C.E.S.
Dickson, Elizabeth .....Bradford (Yorkshire) Ch. Ch. N.S.
Gornall, Elizabeth .....Kentish Town National Infant S.
Hillman, Ann E. .....Home and Colonial.
Jefferies, Elizabeth C. ..Horncastle, St. Mary's N.S.
Jones, Elizabeth .....Whitechapel, St. Mark's
Sanders, Jessie .....Luton N.S.
Wetherell, Alice H. ....Hulme, St. Philip's N.S.
Willetts, Lucy .....Wollaston S.
Johnson, Elizabeth .....Nottingham, St. Nicholas N.S.
Windley, Rachel.....Bolton-le-Moors, Trinity N.S.
Bleasby, Emma .....Oldham, St. James' N.S.
Chandler, Sarah Anne ..Romsey N.S.
Lawton, Mary .....Peasley, Holy Trinity N.S.
Mansfield, Jane E. .....Coventry Blue Coat School
Martin, Frances Anne ..Banbury N.S.
Thompson, Mary Maria ..Pain's Lane C.E.S.
Townsend, Charlotte ....Bethnal Green, St. Philip's N.S.
Whittaker, Anne.....Accrington, St. James' N.S.
Crawford, Amelia M.....Langton Herring N.S.
Park, Mary .....Hixon N.S.
Riley, Emma .....Manchester, Ancoats, St. Jude's N.S.
Seeby, Eliza ....Trumpington N.S.
Stockdale, Jane.....Durham.
Howarth, Mary J. .....Bolton-le-Moors, Trinity N.S.
Hyatt, Sarah Ann .....Droitwich, St. Peter's N.S.
Lidster, Harriet .....Bridlington Infant N.S.
Lough, Rebecca Isabella ..Durham.
Mansell, H. .....Tunstall, Ch. Ch. N.S.
Norris, Margaret .....Shiplake N.S.
Watson, Honor .....Scarborough N.S.
Arnold, Susannah .....Rotherhithe, Deptford Road N.S.
Browne, Elizabeth F.....Manchester, St. Saviour's N.S.
Clifton, Clara .....Hornsey N.S.
Dewhurst, Sarah Louisa Clitheroe N.S.
Gilmore, Rebecca .....Bethnal Green, St. John's N.S.
Goddard, Anne .....St. Martin-in-the-Fields, North Dist. S.
Hopkins, Eliza Ann ....Nottingham, Trinity Branch S.
Parker, Hannah .....Silverdale N.S.
Tout, Emily Susan .....Kingsdown, St. Matthew's N.S.
Baker, Elizabeth A. ....Scarborough N.S.
Riches, Harriet.....Whitelands
Rimmer, Ellen.....North Meols (Southport) N.S.
Tyrrell, Anne .....Oxford, St. Aldate's N.S.
Wild, Sarah M. .....Neepsend N.S.

IV. *Episcopal Church of Scotland—Females.*

FIRST CLASS.

Veitch, Anna .....Edinburgh St. Mary's Episcpl. Fem. Indl. S.
Fleming, Ann .....Dalkeith, St. Mary's Episcopal S.
Mutch, Isabella .....Cruden Episcopal S.
Robertson, Jane .....New Pitsligo, St. John's Episcopal S.
Buchan, Jane .....Stirling, Episcopal S.
Howatt, Helen.....Stirling Episcopal S.

SECOND CLASS.

Smail, Agnes .....Edinburgh, St. Mary's Episcl. Fem. Indl. S.
Kirk, Annie .....Garlieston Pier Cottage, Lady Galloway's [Episcopal S.

V. *British and Wesleyan.—Males.*

First Class.

Robson, Harry.....York, Hope Street B.S.
Vary, Jonathan C. .....York, Hope Street B.S.
Walbank, Joseph .....Bingley Wes. S.
Hart, George S. .....Ipswich, Turret Lane B.S.
Houldsworth, David ....Selby Wes. S.
Turner, John .....Boston Wes. S.
Williams, William S.....Cheltenham B.S.
Lee, John ....Exeter, Mint Lane Wes. S.
Hobson, Charles E. ....Holmfirth Wes. S.
Francis, Henry .....Penzance Wes. S.
Hill, Henry .....Deal Wes. S.
{ Hall, James .....Lincoln Wes. S.
{ *Tait, Samuel B. .....Borough Road.*
Chadwick, Robert .....Rooden Lane B.S.
Faulkner, Benjamin ....Stoke Newington Wes. S.
{ *Cooper, Arthur .....Borough Road.*
{ Hargreaves, James .....Sabden B.S.
{ *Latham, William S.....Borough Road.*
{ Young, John.....Clapham B S.
{ Driver, John.....Morley Wes. S.
{ Forder, Frederick .....Grimsby Wes. S.
{ Jordan, Samuel .....Oldland Common (Bristol) B.S.
{ Locke, Robert.....Lymington B.S.
{ Worswick, John W. ....Padiham B.S.
Corbridge, John J. .....Wakefield Wes. S.
{ Osborne, Alfred A.....Halstead B.S.
{ *Thomas, John .....Bangor.*
Fell, Edward .....Rough Lee B S.
{ Craven, Samuel .....Oakworth, Sykes Head Wes. S.
{ *Whitehead, Thomas .....Borough Road.*

Second Class.

Rees, Thomas .....Llandovery B.S.
{ *Jones, Joan.....Bangor.*
{ Phillips, Daniel F. .....Haverfordwest B.S.
{ Weaver, Charles .....Woolwich Presbyterian S.
Thomas, David .....Llandovery B.S.
Snashall, George.....Tenterden B.S.
{ Cook, Henry.....Lynn Regis B.S.
{ Manger, Isaac W. .... .Southwark Chapel Wes. S.
{ Crowther, John .....Cornholm B.S.
{ Lewis, Watson J. .....Stroud, B.S.
{ Stimson, William J. ....Camberwell, Crawford Street B.S.
{ Thornicroft, William T...Congleton, Wagg Street Wes. S.
{ Ayris, John R. .....Old Kent Road B.S.
{ Crew, Jabez .....Kingswood Wes. S.
{ Kilburne, Thomas .....Sharples, Messrs. Ashworth's S.
{ Leach, William S. .....Southampton Wes. S.
Brash, Thomas L. .....Harpenden B.S.
{ Soundy, Richard.....Ealing B.S.
{ Spain, Thomas D. .....Horncastle Wes. S.
{ Watson, Adam.....Sale (Manchester) Township S.
Bott, Thomas .....Dudley Wes. S.
{ Atkinson, William .....Burgh, Wes. S.
{ Mugford, James .....Topsham Wes. S.
{ Rowlatt, Samuel .....Oundle B.S.
{ Bedford, James .....Leeds, Holbeck Wes. S.
{ George, Thomas .....Worcester Wes. S.
Jones, Edward.....Waenfawr B S.

SECOND CLASS—*continued.*

Adams, David .....Talybout B.S.
Hodgkinson, William....Lynn Regis B.S.
Wild, Benjamin .....Newcastle-on-Tyne, Orphan House Wes. S.
Middlemiss, Alfred.....Bingley Wes. S.
Moore, William H.....New Malton B.S.
Morgans, Leyshon Thos. .Dinas Colliery. B.S.
Wakelin, Edwin F.....Louth B.S.
Craven, Jonathan .....Bramley Wes. S.
Green, Thomas .....Haslingden Wes. S.
Langman, James E. ....Bristol Wes. S.
Williams, Edmund .....Atolwch B.S.
Leigh, Richard .....Halliwell, Dean Mills B.S,
Northrop, William .....Manchester, Peter St., New Jerusalem S.
Horrocks, William ....Farnworth Wes. S.
Morris, David .....*Bangor*
Abraham, Joshua .....Northampton B.S.
Edwards, Watkin .....Blaina B.S.
Maude, Thomas C. .....Leeds, Holbeck Wes. S.
Large, Alfred .....Nottingham, Bath St. B.S.
Fox, Charles.....Toddington Wes. S.
Collinge, James .....Heywood, New Jerusalem Ch. Factory S.
Peerless, John .....Gravesend, Princes St. Chapel B.S.

VI. *British and Wesleyan.—Females.*

FIRST CLASS.

Morley, Catherine .....Nottingham, High Pavement B.S.
Read, Alice E.....Leicester, Hill St. B.S.
Manton, Selina .....Melton Mowbray B.S.
Whetter, Jane.....Home and Colonial Practising S.
Pitt, Harriet E. .....Home and Colonial Practising S.
Gwynne, Rhoda .....Mintern Street, New North Road Wesln. S.
Ryder, Ruth D. .....Salford, Gravel Lane Wesln. S.
Towers, Clara .....Warwick, High Street Chapel B.S.
Daniel, Ellen M.....Leicester, Hill Street B.S.
Creber, Sarah M.....Kingswood Wes. S.
Kay, Eliza .....Faversham B.S.
Walker, Louisa .....Manchester, Ancoats, Mill Street B.S.
McIntyre, Margaret A. .....Carlisle B.S.
Crewe, Emma .....Limehouse Wes. S.
Robinson, Annie .....Grimsby Wes. S.
Tiley, Mary Ann.....Gloucester B.S.
Cousins, Mary .....Lullington B.S.
Dearing, Ellen S. .....Bethnal Green, Gascoigne Place B.S.
Hayward, Elizabeth .....Hackney Road, Weymouth Terrace B.S.
Shambrook, Mary Ann .....Abingdon B.S.
Pollard, Isabella L.....Mintern Street, New North Road Wes. S.
Thompson, Emma .....Deal Wes. S.
Chapman, Elizabeth .....*Westminster.*
Robertson, Annie P. .....Salford, Gravel Lane Wes. S.
Wheeler, Eliza .....Banbury Central S.
Stephenson, Ann.....Leicester, Great Meeting S.
Odell, Elizabeth .....Woburn (Beds) B.S.
Winstanley, Mary .....Birkenhead Wes. S.
Revell, Elizabeth A. ....Lincoln Wes. S.
Roddis, Bessie M. .....Northampton B.S.
Armstrong, Mary .....Halliwell, Dean Mills B.S.
Barker, Charlotte E. .....Norwich Octagon Chapel S.
Bell, Helen J. .....Milford (Derby) B.S.
Powell, Emma.....Bristol, Meadow Street B.S.
Crabb, Janet.....Torquay B.S.
Eyles, Ida .....Harpenden B.S.
Fearnside, Mary .....Leeds, Basinghall Street B.S.

First Class—*continued.*

Haywood, Rebecca.....Griffydam Wes. S.
McKay, Margaret .....Westminster Wes. Pract. S.
Sandlands, Sarah .....Pool Hill, Coalbrookdale Co.'s B.S.
Wilkins, Emily .....Battersea, Plough Lane B.S.
Rothwell, Mary A. .....Bolton, Bridge St. Wes. S.
Ogle, Mary .....Preston, St. Thomas N.S.
Graham, Mary E. .....Salford Presbyterian S.
Smith, Hannah R. .....Salford, Gravel Lane Wes. S.
Tripp, Elizabeth .....Grimsby, Wesleyan S.
Leathley, Maria .....Morley Wes. S.
Lister, Judith .....*Stockwell*
Mackey, Matilda .....Bath, Harley St. B.S.
Hilton, Betsy ..... *Westminster*
Winders, Elizabeth.....Abingdon B.S.
Beresford, Mary .....Congleton, Wes. Inft. S.
Brown, Elizabeth A. .....Alderley Edge S.
Collin, Annie B. .....Cambridge B.S.
Curnow, Jane H.....St. Ives Wes. S.
Hancock, Sarah I. .....*Westminster*
Haywood, Hannah J.....Deal, Wesleyan S.
Russell, Naomi .....Bristol, Meadow St. B.S.

Second Class.

Noakes, Phillis A. .....Cripplegate, Chapel St. Domestic Mission S.
Ashton, Catherine .....Greenwich, George St. Wes. S.
Ball, Mary C. .....Hackney Road, Weymouth Ter. B.S.
Osmar, Mary .....Great Bardfield B.S.
Kilfoyle, Mary.....Chester Wesleyan S.
Boyd, Mary J. .....Hull, Holderness Ward B.S.
Holmes, Emily.....*Stockwell*
Lewis, Grace .....Bangor B.S.
Middleton, Susannah M. ....Cripplegate, Chapel St. Domestic Mission S.
Brady, Mary.....North Shields, Union B.S.
Evans, Emily .....Rotherham Wes. S.
Seale, Margaret .....Sheffield Park Wes. S.
Jones, Sophia .....Bangor B.S.
Nicholson, Isabella.....Kendal, Castle St. B.S.
Rivers, Anne .....Hull, South Myton Wes. S.
Ainsworth, Mary Ann .....Carshalton B.S.
Field, Emma .....Liverpool, Cranmer Wes. S.
Mason, Emma .....Glossop, Duke of Norfolk's S.
Campbell, Julia A. .....Leeds, Holbeck Wesleyan S.
Chatfield, Elizabeth .....Hastings B.S.
Iveson, Cleopatra B. .....Llanfyllin B.S.
Summerly, Elizabeth .....Aspley Guise B.S.
Bleakley, Elizabeth A. .....Bury Wesln. S.
Bradshaw, Rebecca .....Ryecroft (Ashton-under-Lyne) B.S.
Jones, Ann .....Waenfawr B.S.
Mansell, Harriet L.....Battersea, Plough Lane B.S.
Driver, Martha A.....Batley Wes. S.
Long, Emily.....Bradford-on-Avon B.S.
Blakeley, Ann .....Batley Wes. S.
Knowles, Anne .....West Bromwich, Hill Top Wes. S.
Cookson, Elizabeth.....*Stockwell*
Davey, Mary A. .....*Westminster.*
Hilton, Levinah .....Manchester, Buxton Street Infant S.
Ewan, Isabella .....*Westminster.*
Morgan, Mary Ann .....Wandsworth, Point Pleasant B.S.
Lever, Susannah .....Cambridge B.S.
Poole, Sarah E. .....Chester Wes. School
Sanderson, Mary Ann .....South Shields, Jarrow Chemical Works School
Mackenzie, Margaret .....*Stockwell.*
Baugh, Elizabeth H......*Stockwell.*
Henzell, Sarah J. .....North Shields, Union B.S.
Collins, Sarah H. .....Poplar, Regent St. B.S

VII. *Roman Catholic.—Males.*

First Class.

Flannery, Thomas .....Manchester, St. Wilfrid's.
McDonnell, Francis Thomas ..Sheffield, St. Vincent de Paul.
Morris, William .....St. Helen's, Lowe House.
O'Brien, Herbert.....Commercial Road, St. Patrick and St. Augustine
Driscoll, Thomas .....Isleworth, St. Mary.
Donellan, William .....Edinburgh, St. Andrew's.

Second Class.

Driscoll, Pierce .....Poplar.
Quinlan, Patrick .....Plymouth, St. Boniface's.
Enwright, Michael .....Ashton-under-Lyne.
Davis, John .....*Hammersmith.*
Dorgan, Michael .....Wigan, St. John's.
Bryce, John .....Glasgow, St. John's.
Quinn, Patrick.....Liverpool, St. Anthony.
Cassidy, James.....Barrhead, St. John's.
Coleman, David .....Liverpool, St. Anthony.
Fox, Thomas .....*Hammersmith.*
Murray, John .....*Hammersmith.*
Shippen, Stephen.....Newcastle-on-Tyne, St. Mary's.
Garahan, Gilbert .....*Hammersmith.*
O'Donohue, John.....Woolwich, New Road, St. Peter's.
Mackin, Patrick .....Sunderland, St. Mary's.

VIII. *Roman Catholic.—Females.*

First Class.

Fearns, Mary .....Manchester, St. Chad's.
Morgan, Teresa.....Preston, The Talbot.
Baynes, Mary A. .....Preston, St. Augustine.
Threlfall, Teresa .....Dufours Place, St. Edward's.
Buckley, Elizabeth.....Blackburn, St. Anne's.
Burgess, Mary ... .Ashton in Makerfield.
Carroll, Ellen .....Birkenhead, St. Patrick.
Currie, Janet .....Liverpool, St. Thomas and St. William.
Dillon, Margaret .....Manchester, St. Chad's.
Baynes, Ellen .....Preston, St. Augustine.
Derry, Letitia .....Preston, St. Augustine.
Connell, Maria.....Manchester, St. Patrick.
Charlton, Eleanor .....Newcastle-on-Tyne, St. Mary
Mulholland, Annie .....Newcastle-on-Tyne, St. Mary's
Robertson, Mary Jane.....Liverpool, St. Mary's.
Kennedy, Ellen.....Liverpool, St. Peter's.
Clegg, Rufina .....Manchester, St. Wilfrid's.
Gabbott, Mary Ann.....Chorley, St. Mary.
Walsh, Elizabeth.....Macclesfield, St. Alban's.
Rossiter, Mary.....Blackburn, St. Anne's.
Dormand, Mary A. .....Woolwich, New Road, St. Peter's
Guilfoyle, Anne .....Manchester, St. Chad's.
Tyson, Mary .....Wigan, St. Patrick.
Foy, Anne.....Wigan, St. Patrick.
Barry, Mary.....Newcastle-on-Tyne, St. Mary's
Donovan, Catherine .....Westminster, St. Mary's.
Heath, Mary.....Hurst Green.
McCartney, Jane.....Liverpool, St. Thomas and St. William.
Tipping, Mary Alice .....Preston, St. Augustine.
Standen, Sarah.....Liverpool, Mount Vernon, St. Thomas

Second Class.

Duff, Ellen .....Edinburgh, Niddry Street, St. Anne's.
Furness, Mary F. .....Liverpool, St. Peter's.
Lawrence, Phœbe .....Woolwich, New Road, St. Peter's.

Second Class—*continued.*

Monahan, Kate .....Liverpool, St. Helen's (Infant.)
Brannen, Catherine .....*Liverpool.*
Dutton, Jane.....Longton, St. Gregory.
McGrath, Ellen .....Woolwich, New Road, St. Peter's.
Parr, Bridget .....St. Helen's, St. Joseph's.
Spiller, Honoria F.....Westminster, St. Edward's.
Worth, Mary .....Sheffield, St. Vincent de Paul.
Kellie, Annie .....Blackburn, St. Anne's.
Tucker, Mary .....Cardiff, St. David's.
McVeigh, Louisa .....Liverpool, St. Mary's.
Wright, Mary.....Liverpool, St. Nicholas.
Cregg, Elizabeth .....Accrington, St. Oswald.
Gallagher, Sarah .....Holywell, St. Winnifred's.
Bird, Mary H. .....Perth, St. John's.
McDonald, Agnes .....Dumfries, St. Andrew's.
Booker, Margaret A. .....Glasgow, St. Joseph's.
McCarthy, Alice .....Woolwich, New Road, St. Peter's
Monahan, Mary Ellen.....Liverpool, St. Helen's (Girls).
Smith, Mary Jane .....Bradford, St. Patrick's.
Bird, Bridget .....Perth, St. John's.
Doyle, Teresa .....Spitalfields, St. Anne's, Hunt Court.
Mooney, Mary .....Liverpool, St. Helen's (Girls).
Shehan, Mary .....Drury Lane, Charles Street.
Looney, Elizabeth .....Sutton, St. Anne's.
Smith, Maria.....Liverpool, St. Helen's (Infant).

IX. *Church of Scotland.—Males.*

First Class.

McAinsh, Thomas .....Comrie Parochial S.
Rattray, James .....Kirriemuir, Webster's Seminary.
McVean, Donald.....Glasgow, Martyr's Ch. of Scotland S.
Munro, Alexander .....Mossend Colliery and Iron Works S.
Ralit, William .....Arbroath Parochial S.
Gardiner, George .....Almond Bank G.A.S.
Robertson, James L. .....Orwell Parochial S.
Stephen, Alexander .....Elgin Trades S.
Robertson, Edward.....Glasgow, Milton Estd. Ch. S.
Tait, William .....Hoddam Parochial S.
Blair, William .....Gartsherrie Works S.
Dunlop, William W. .....Grangepans Subscription S.
Gibson, James .....Glengarnoch Iron Works S.
Lamb, John .....Prestonkirk Parochial S.
Picken, David .....Glasgow, St. John's Armfield Sessl S.
McBain, John ..... Elgin Trades S.
Stevens, John .....John O'Groat's G.A.S.
McPherson, Franklin .....Greenock Highlanders' Academy.
Farquhar, Alexander S. ....Laurencekirk Parochl. S.
Meikle, Robert.....Stonehouse Parochl. S.
Morrison, William M. .....Paisley, George St. Sessl. S.
McEwan, John .....Glasgow Highland Society's S.
Sloan, George.....Lochwinnoch Parochial S.
Sherlaw, James .....Paxton Village Boys' S.
Wallace, George .....Paisley, George St. Sessl. S.
Anderson, Peter .....Newton-on-Ayr Par. S.
Black, James .....Glenfoudland G.A.S.
McArthur, John .....Mossend Colliery and Iron Works S.
Allan, William .....Dairy, Kersland Barony S.
Thomson, William .....Prestonkirk Parochl. S.
Kelly, John .....Sorn, Parochl. S.
Landells, Stephen B. .....Eyemouth Parochial S.
Stewart, Walter .....Glasgow Highland Society's S.
McCreadie, David .....Glasgow, St. Matthew's Sessl. S.
Spittal, James .....Freuchie Subscription S.
Campbell, James .....Gartsherrie Works S.
Munro, James .....Ceres Parochl. S.
McNeilage, Archibald .....Kirn, Sessl. S.
Struthers, Andrew .....Maxwelton, Endowed S.

Second Class.

Bridgett, Robert ..... Stirling, Allan's S.
Marshall, Andrew ..... Cambuslang Subscription S.
Forbes, Alexander ..... Aberlour Par. S.
Milne, George P. ..... Kirriemuir, Webster's Semy.
Sinclair, Donald ..... *Edinburgh.*
McAlister, William ..... Dalintober, Miss Campbell's S.
Millue, Alexander ..... Dundee, St. Andrew's Sessl. S.
Forsyth, John ..... Bannockburn Subscription S.
Grieve, Robert ..... Ayton Par. S.
Smith, Thomas ..... Glasgow, Martyrs Ch. of Scotland S.
Ballantine, Gilbert ..... Glassford Par. S.
Reid, John ..... Mearns Par. S.
Campbell, John ..... Ardrossan Par. S.
Penman, John ..... Dalgety Par. S.
Barron, Robert ..... Ballantrae Par. S.
Scott, Thomas ..... Glasgow, David Street, St. John's Sessl. S.

X. *Church of Scotland.—Females.*

First Class.

Ogg, Catherine Jane D. ..... Aberdeen, East Par. Sessl. S.
Glen, Christina ..... *Glasgow.*
Lynn, Allison ..... St. Andrew's Inf. S.
Lowson, Helen ..... Marykirk Par. S.
Aitchison, Jessie ..... Edinburgh C. of S. Normal Practg. S.
Clark, Lilias ..... *Glasgow.*
Milne, Jessie ..... Dunkeld, Duchess of Athol's S.
Phillip, Anne ..... Govan Fem. Indl. S.
Hunter, Jane ..... *Edinburgh.*
Wallace, Mary ..... Glasgow, St. David's Par. S.
Merson, Mary ..... Aberdeen, East Parish Sessl.
McDonald, Elizabeth ..... Edinburgh, G. A. Normal S.
Moir, Elspet ..... Forfar Female Indl. S.
Nicoll, Catherine R. ..... Kirriemuir Indl. S.
Stevenson, Marion ..... Glasgow, Martyrs Ch. of Scot. S.
McIntyre, Isabella ..... Glasgow, Martyrs Ch. of Scot. S.
Nicholson, Hughina ..... Musselburgh Female S.
Stewart, Jessie ..... Poltalloch Fem. Ind. S.
Wilson, Margaret ..... Glasgow, St. James' Fem. Indl. S.
Borland, Jane ..... Glasgow, St. John's, Young Street S.
McFadyen, Jane ..... *Glasgow.*
Govan, Agnes ..... Dalry Fem. Indl. S.
Howie, Jane ..... Alyth Girls' Ind. S.
McMaster Jessie ..... Dunoon Par. S.
Mahon, Sarah ..... Glasgow, St. John's, Young Street S.
Gibb, Christina ..... *Glasgow.*
McLellan, Janet ..... Glasgow, St. Matthew's Sessl. S.
Cameron, Janet ..... Glasgow, Chalmers Street Sessl. S.
Fargie, Georgina ..... Edinburgh, Canongate Christian Society's S
Goldie, Jessie ..... Drybridge Subn. S.
Hunter, Isabella ..... Alva Inf. S.
Drummond, Jane ..... *Glasgow.*
Hewgh, Mary Elizabeth ..... *Glasgow.*
Logan, Agnes ..... *Glasgow.*
Logan, Elizabeth ..... *Edinburgh.*

Second Class.

Law, Helen ..... Muirland Sessl. S.
Leask, Jane McKay ..... *Glasgow.*
McCartney, Charlotte ..... Dysart Industrial S.
Simpson, Mary ..... *Edinburgh.*
Andrew, Jane ..... Linhead Fem. S.
Steele, Helen Reid ..... *Glasgow.*
Gregorson, Marion ..... *Glasgow.*
Watt, Georgina ..... *Edinburgh.*

Second Class—*continued.*

Kinz, Margaret .....Kilsyth Female S.
Leighton, Mary .....Kirriemuir Industrial S.
Telfer, Margaret A.....Edmonstone Ch. of Scotland Fem. S.
Leslie, Jane.....Pitgair Female S.
Stewart, Janet.....Barnton Female S.
McDougall, Catherine .....Greenock Gaelic Fem. Industrial S.
Dryman, Mary.....*Edinburgh.*
McKinnon, Margaret .....*Glasgow.*
Sharp, Janet B.....*Glasgow.*
Strachan, Priscilla W.....*Edinburgh.*
Templeton, Sarah M. .....Kilmarnock Fem. Industrial .
Drinnan, Elizabeth .....*Glasgow.*
Roberts, Mary Jane .....*Glasgow.*
Henderson, Elizabeth Mill...*Edinburgh.*
Edward, Eleanor Lyell.....*Edinburgh.*
Harkness, Mary.....*Edinburgh.*
Terrace, Isabella .....Dysart Industrial S.

XI. *Free Church (Scotland).—Males.*

First Class.

Maclean, John .....Edinburgh, Canongate Sessl. S.
Graham, James .....Catrine F.C.S.
Bissett, James .....Newport (Fife) F.C.S.
Gillies, Walter.....Auchtermuchty F.C.S.
Adamson, George P. .....Edinburgh, Canonmills F.C.S.
Hardie, Jas. (Junr.) .....Prestonkirk F.C.S.
Clark, Robert .....St. Cyrus F.C.S.
Fitzgerald, Jas. D. .....Eyemouth F.C.S.
Ingram, Joseph .....Airdrie Free West Ch. S.
Dalzell, John B. .....Lesmahagow F.C.S.
Archer, Wm.....Ladyloan F.C.S.
Dall, Alexr. .....Stirling, Allan's S.
Miller, Alexander .....*Glasgow.*
Jack, John.....Dingwall F.C.S.
Low, James .....Blairgowrie F.C.S.
Mauchline, Robert .....Edinburgh West Port, Chalmers Territorial S.
Alexander, Robert .....Glasgow, Milton Street Established Ch. S.
Letters, Thomas .....Anderston, Burgh S.
Leitch, James .....Perth, West Church F.C.S.
Roy, James .....*Glasgow.*
Stephen, Jas. W.....*Edinburgh.*
Chapman, Charles .....Glasgow, East Gorbals Territorial F.C.S.
Bruce, John .....Thurso F.C.S.
Clark, Archibald .....Inveraray F.C.S.

Second Class.

Heslop, John .....*Edinburgh.*
Macgregor, Donald .....Acharn F.C.S.
McKenzie, Roderick .....*Glasgow.*
Whittaker, James .....*Glasgow.*
Lamb, Alexr. .....Cullen F.C.S.
Boyd, John .....Kinfauns F.C.S.
Mitchell, James.....Edinburgh, F.C. Normal S.
Morton, Thomas.....*Glasgow.*
Finlayson, Robert.....Cockpen F.C.S.
Rose, John .....Aberdeen, Bon Accord F.C.S
Watson, Robert C. .....Aberdeen (South) F.C.S.
McKinnon, John .....Bainsford, Self-supporting S.
McLean, Kenneth .....*Glasgow.*
Stewart, William..... ..Buckie F.C.S.
Dobbie, John .....Beith, F.C.S.
Dalziel, Allan .....*Glasgow.*
Sim, William .....Inchture Parochl. S.
McIntyre, Donald.....*Glasgow.*
Sutherland, George.....*Edinburgh.*

Second Class—*continued.*

Spence, William ..... *Edinburgh.*
Douglas, Hugh M. M. ..... *Glasgow.*
Smyth, Thomas ..... *Glasgow.*
McDonald, Angus ..... *Glasgow.*
Fraser, John ..... *Glasgow.*
Graham, Robert ..... Earlstown F.C.S.
Munro, Hugh ..... Alness F.C.S.
Campbell, George ..... Dingwall F.C.S.

XII. *Free Church (Scotland).—Females.*

First Class.

Buchanan, Mary ..... Glasgow F.C. Normal S.
Bowie, Janet ..... Glasgow F.C. Normal S.
Gibb, Elizabeth L. ..... Brechin, The Tenements S.
Watson, Mary M. ..... Glasgow, E. Gorbals Territorial S.
McRae, Catherine ..... Edinburgh, F.C. Normal S.
Moir, Maria Scott ..... Aberdeen Free South Ch. S.
Gavin, Anna ..... *Glasgow.*
Lyle, Jane ..... Bridgeton F.C.S.
Young, Margaret ..... Alloa Inft. S.
Dewar, Agnes ..... Glasgow F.C. Normal S.
Laird, Marion ..... *Glasgow.*
McLelland, Eliza ..... *Glasgow.*
Johnstone, Elizabeth ..... Edinburgh Fountain Bridge F.C.S.
McMath, Jessie ..... *Glasgow.*
Hutchison, Christina J. ..... Peterhead, F.C.S.
Law, Sophia ..... *Glasgow.*
McIntyre, Elizabeth ..... Dundee, St. Andrew's F.C.S.
Boyd, Jessie ..... Glasgow, F.C. Normal S.
Logan, Margaret ..... *Glasgow.*
Thomson, Jane ..... Montrose, St. John's F.C.S.
Wilson, Jane K.A. ..... Edinburgh, St. John's Street Indus. S.
Goodwin, Margaret ..... Glasgow, E. Gorbals Territorial F.C.S.
Johnstone, Mary Ann ..... Alyth, Girls Industrial S.
Bain, Helen ..... Macduff, F.C.S.
Raeside, Jane ..... Ardrossan, Parl. S.
Boyck, Mary ..... Montrose, St. John's F.C.S.
Donald, Margaret ..... *Glasgow.*
French, Margaret ..... *Edinburgh.*
Robertson, Isabella ..... Monikie Female S.
Hall, Mary Ann ..... *Edinburgh.*
Leitch, Jane ..... Burntisland Infant S.
Forbes, Agnes ..... Wolverhampton, St. Peter's N.S.
Hall, Janet R. ..... Glasgow, Gorbals Youths' S.
Henry, Mary ..... *Glasgow.*
Meek, Jessie ..... Carnoustie, F.C.S.
Ferguson, Elizabeth ..... Edinburgh, Canongate Burgh S.
McIntyre, Margaret ..... Perth, West Church F.C.S.
McRostie, Margaret ..... Dundee, St. David's F. C. S.
Muir, Mary ..... Greenock Gaelic Fem. Indl. S.
Smith, Elizabeth M. ..... Stirling Infant S.
Cruickshanks, Jane ..... Rhynie Girls' S.
Grant, Elizabeth ..... *Edinburgh.*
Anderson, Isabella ..... Comrie Infant and Female Industrial S.
Cuthbert, Mary ..... *Edinburgh.*
Adam, Agnes ..... *Glasgow.*
Donald, Jane ..... Bridgeton, F. C. S.
Blackhall Mary F. ..... *Edinburgh.*
Cunningham, Helen ..... Linlithgow F. C. S.

Second Class.

Bryce, Eliza ..... Falkirk F. C. S.
Dodds, Jane ..... *Glasgow.*
Fife, Margaret ..... Blairgowrie Parochial S.
Forbes, Margaret ..... Edinburgh, Fountain Bridge F. C. S.
Forbes, Jane ..... Whitmore Reans N. S.
Chisholm, Catherine ..... *Glasgow.*
Donald, Margaret M. ..... *Edinburgh.*
Murdock, Mary ..... *Glasgow.*
Ogg, Jane ..... Aberdeen, Sheriff Watson's Fem. Industrial S.
Morrison, Mary A. ..... *Glasgow.*

SUMMARY

OF

RESULTS OF EXAMINATION OF CANDIDATES FOR ADMISSION INTO NORMAL SCHOOLS.

CHRISTMAS, 1864.

DENOMINATION	MALES									FEMALES								
	Presented for Examination			Passed			Failed			Presented for Examination			Passed			Failed		
	Pupil Teachers	Non-Pupil Teachers	Total	1st Class	2nd Class	Total	Pupil Teachers	Non-Pupil Teachers	Total	Pupil Teachers	Non-Pupil Teachers	Total	1st Class	2nd Class	Total	Pupil Teachers	Non-Pupil Teachers	Total
Church of England	302	39	341	189	114	303	22	16	38	538	49	587	248	278	526	49	12	61
Scotch Episcopal Church ..	8	1	9	6	3	9	0	0	0	8	0	8	6	2	8	0	0	0
British and Wesleyan ..	82	10	92	39	40	79	10	3	13	92	14	106	58	42	100	5	1	6
Roman Catholic	20	5	25	6	15	21	3	1	4	63	2	65	30	28	58	5	2	7
Church of Scotland	55	8	63	39	16	55	1	7	8	40	27	67	35	25	60	3	4	7
Scotch Free Church ..	39	22	61	24	27	51	2	8	10	39	32	71	48	10	58	0	13	13
Total ..	506	85	591	294	224	518	38	35	73	780	124	904	425	385	810	62	32	94

CLASS LIST

OF STUDENTS IN NORMAL SCHOOLS, AND TEACHERS IN ELEMENTARY SCHOOLS EXAMINED FOR TEACHERS' CERTIFICATES.

CHRISTMAS, 1864.

The letter (D) indicates that the Candidate has obtained a Certificate of Competency as a Teacher of Drawing.

A Prize for proficiency in Drawing was awarded at the Examination held in November, 1864, to every Candidate to whose Name a double asterisk (**) is prefixed. A single asterisk (*) means that the Candidate has passed successfully in one subject at least out of the five necessary to a Certificate of competency as a Teacher of Drawing.

I.—NORMAL SCHOOLS FOR MASTERS.

ENGLAND AND WALES.

Bangor.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST DIVISION.

**Pope, John.

SECOND DIVISION.

*Cadwaladr, John.
**Houlson, Abraham.
*Jones, Daniel.
**Matthews, John.
*Parry, William.

THIRD DIVISION.

Jones, David.

FOURTH DIVISION.

*Thomas, John.
**Williams, Hugh.

Students of the First Year.

FIRST DIVISION.

*Phillips, John H.

SECOND DIVISION.

*Davies, John.
**Lloyd, Henry.
**Williams, T. M.

THIRD DIVISION.

*Constantine, Joseph Antony.
*Evans, Rees.
*Facer, William.
*Jones, John D.
*Kay, James.
**Perkins, Tom.
*Rees, John.
*Thompson, Richard.
*Williams, Abel.
*Williams, John L.

FOURTH DIVISION.

*Richards, Thomas.

Battersea.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.

**Dewhurst, James.
**Jarman, John R. (D.)
**Jeffries, Alfred (D.)
*Roberts, John.
**Stevens, Chas. A.
**Wells, William.

SECOND DIVISION.

*Askew, Thomas D.
**Barber, Frederick J.
**Cambridge, Thomas. S.
**Chaplin, Richard.
**Dixon, William T.
**Eastman, John (D.)
**Fenn, Richard J.
*Jones, Edward.
**Jones, John.
**Osborne, James.
*Parkinson, James.
*Perkins, James.
**Richards, Thomas.
**Singleton, Henry.
**Stanfield, Harvey.
*Tassell, Henry.
**Taylor, George.
*Wilmot, Alfred.
*Woodcock, Charles.
Yeaxlee, Henry (D.)

THIRD DIVISION.

*Cooke, Samuel C.
**Cullen, John.
*Harnett, Henry.
Harwood, Egbert W. (D.)
Ireland, Richard B. (D.)
*Lang, William T. W.
**Mannock, Gifford B. (D.)
*Rowe, William.
**Shears, John.
**Sylvester, George.

Students of the First Year.

FIRST DIVISION.

Griffiths, James.
*Hale, Stephen.
**Harding, Frederick E.
*Humphreys, Isaac.
*Moore, John.
**Roberts, George.
**Sayle, James.
**Turner, William.

SECOND DIVISION.

Axcell, William H. (D.)
*Burley, Petit.
*Burns, James.
Ediss, William K.
*Garrod, David.
**Gossling, Benjamin T.
*Griffin, Edward.
**Hamer, David.
*Hefford, Joseph.
*Hoare, George.
*Ledward, William.
*Livermore, William.
*Loton, John.
*North, Edward.
*Pamphlet, John.
**Price, Edwin A.
**Rigby, Francis W. C.
*Serjeant, George H.
Seward, William.
*Sharpe, George.
Sortwell, Henry.
**Stannard, Charles G.
*Sumner, William D.
*Teare, John.
*Thompson, James.
*Usherwood, Thomas.
**Vamon, William.
*Wells, Thomas.
*White, William.

THIRD DIVISION.

*Cass, Thomas C.
*Cass, Martin.
*Dexter, James.
**Minall, George.

Borough Road.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST DIVISION.

*Goode, William.
**Munn, James.
*Pitt, Thomas Richard.
Wimpress, Charles. (D.)

SECOND DIVISION.

**Baker, Frederick.
*Begrie, Edward W.
**Bridle, Henry.
*Curd, Edward James.
**Entwisle, John Lee.
*Hill, John.
**Lambton, John William.
*Lear, William.
**Mundy, Edwin.
*Quarmby, Charles.
*Rose, Winfred.
Smith, Charles H. (D.)
**Tate, John William.
Thickpenny, Thomas J. (D)
**Waite, Robert. (D.)
Walton, John. (D.)
*Woodhouse, William.

THIRD DIVISION.
*Aswell, William.
*Barnard, Henry John.
*Bell, William.
*Billingham, Frederick.
*Blair, William.
**Gaunt, Hermon Alfred.
*Goldsmith, Charles.
*Jagger, William.
Jones, Cecil Charles. (D.)
**Noble, Samuel.
Pybus, James. (D.)
*Roe, Robert Garrett.
*Scully, Richard.
Spyer, Joseph.
*Strongman, Benjamin.
*Sumner, John William.
*Turnbull, George.
FOURTH DIVISION.
*Florance, Henry Edmund.
Kershaw, Benjamin.
**Parsons, George. (D.)
*Schofield, Enoch.
*Tomlinson, Thomas.

Students of the First Year.

FIRST DIVISION.
*Burner, James.
**Crowther, William. (D.)
**Spratling, Wm. Joseph. (D.)
*Trayes, Francis Collins.
SECOND DIVISION.
Boothman, John Thomas.
*Evans, Charles.
*Granger, Edmund.
*Harrison, Robert William.
*Hodge, Jesse.
**May, William Henry.
*Peters, Samuel William.
*Philpot, Albert Thomas.
*Polkinghorne, Thomas John.
*Reed, Edward Freeman.
*Say, George.
*Thorne, Thomas Samuel.
**Williams, Thos. Simmons.
Wisson, William.
*Woolley, John Summerfield.
THIRD DIVISION.
*Alderson, William.
*Aldridge, Stratten.
*Ardley, William.
*Armriding, Henry.
*Ashton, Benjamin.
*Beeby, Henry.
*Binley, John.
*Birkley, John.
*Boxall, Mark.
*Clough, Matthew.
*Cooke, William Edward.
*Cullingford, James North.
*Duxbury, John.
*Farrow, Richard.
*Harmer, William.
*Heys, Ashworth.
*Holt, John.
Howson, Robert George.
*Kirby, John William.
*Mitchell, Richard.
Nelson, Alexander (D.)
Ping, William.
*Ramsay, Jonathan.
*Roles, John.
*Salmon, William.
*Spurway, William.
*Summers, William.
*Tattam, Major William.
FOURTH DIVISION.
*Barratt, George.
Ostle, John.
Windsor, Henry William.

Carmarthen.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.
*Jackson, John.
**Knight, Thomas H.
SECOND DIVISION.
**Jones, Thomas. (D)
*Stace, William S.
THIRD DIVISION.
**Bradbeer, Francis. (D.)
*Edwards, William C.
**Jacobs, Robert H. (D.)
*Jacobs, William.
**Jones, David.
*Jones, Evan G.
*Marsh, Charles H. C.
*Moore, John W.
*Nickless, Henry W.
*Phillips, William H.
**Steward, Joseph E.
**Turner, John M. (D.)
*Turner, George.
FOURTH DIVISION.
*Evans, Daniel.
**Hillier, Rees P.
*Smith, William.
*Thomas, David M.
**Thomas, William J.

Students of the First Year.

SECOND DIVISION.
**Griffiths, William.
**James, Evan
*Lucas, John.
*Porter, Thomas.
THIRD DIVISION.
*Ashworth, Hugh.
**Davis, Robert.
*Gardener, James.
*Gornall, Richard.
*Harris, Alfred T.
**Hays, Joseph.
**Jones, Thomas.
**Loveday, James.
**Miller, Frederick C.
**Morgan, William.
**Pizzey, Brice D.
**Sellick, Thomas W. S.
**Strickland, James W.
*Thompson, Geoffrey.
**Williams, Charles.
FOURTH DIVISION.
**Rosser, Walter.
**Simlett, Henry J.

Carnarvon.

(National Society's.)

Students of the Second Year.

SECOND DIVISION.
Riston, Thomas. (D).
*Pugh, Evan.
THIRD DIVISION.
*Freeston, Charles.
**Hughes, Edward.
*Jones, Richard.
*Williams, Cadwaladr.
FOURTH DIVISION.
*Hamer, John.
*Jones, William.
*Roberts, Robert F.
*Williams, John.

Students of the First Year.

SECOND DIVISION.
*Evans, Thomas.
*Jones, John A.
**Pritchard, Edward.
**Quirk, Joseph.
*Tewson, William.

THIRD DIVISION.
*Davies, Evan.
**Gott, Geoffrey.
*Griffiths, Owen.
*Hennessey, Albert.
*Jenkins, John.
**Jones, William G.
*Robson, John.
*Rowlands, John W.
*Simcox, Edward.
FOURTH DIVISION.
*Jones, William C.
Jones, William R.
Oddy, Benjamin W.
Thomas, Richard.

Chelsea.

ST. MARK'S
(National Society's)

Students of the Second Year.

FIRST DIVISION.
*Briggs, Henry.
*Merrick, Edward.
**Stones, Alfred. (D.)
**Turner, Charles Wm. (D.)
SECOND DIVISION.
Adcock, Joseph Henry.(D.)
*Billingham, Edwin.
**Bowden, John.
*Chandler, Edward.
*Dawe, James.
Dicks, Charles. (D.)
**Down, Cornelius.
**Grindrod, John.
**Harrap, George.
*Hey, William R.
**Jutson, David J. (D.)
*Plumer, Walter H.
**Pope, William J. (D).
*Stone, James.
**Todd, Luke.
**Warren, William.
**Wild, William L.
**Wilson, Joseph.
THIRD DIVISION.
**Adams, John. (D.)
*Barr, Richard.
**Brewin, John.
**Dicker, Richard
Gardner, Henry (D.)
**Glover, George W.
**Good, George. (D.
*Hall, Sam.
*Hampson, Jesse.
*Harrison, William J.
**Holland, Charles.
*Hollins, William.
**Hudson, Samuel.
*Jones, William Edward.
**Lawrence, Miles A.
*Lee, John.
**McCrirrick, Thomas W.
*Moreton, George.
*Newman, Charles C.
**Pride, Henry.
*Rideout, William.
**Wills, Charles T.

FOURTH DIVISION.
**Jameson, George.
*Palmer, William H.

Students of the First Year.

FIRST DIVISION.
Atkins, George. (D.)
**Bond, Charles
*Francis, Frederick.
*Jones, Thomas.
*Larcher, William G.
*Moore, Harry.

*Rose, Edward.
**Stubbs, Richard H. O.
**Tarran, Daniel J.
*Taylor, Henry.
*Taylor, John.
*Walker, Francis L.

SECOND DIVISION.

*Barley, James.
*Beardmore, Joseph.
*Bower, Charles.
*Boyce, Joseph.
Campbell, William H.
*Cork, Charles S.
**Deadman, Manuel.
**Field, William.
**Gaul, William T.
Goodacre, Robert.
*Goulden, William.
*Herbert, Job.
*Hoddinott, William.
*Ingram, Harry.
*Martin, Frederick.
*Meek, Joseph T.
*Mills, James.
*Morris, William.
*Murton, Robert.
*Onion, George.
*Pawson, William H.
*Plumridge, Henry.
**Roberts, George.
*Sparkes, Arthur L.
*Stotten, John.
*Streeter, Alfred.
*Talboys, Charles.
**Thompson, George.
*Thornton, William.
*Wynn, William T.

THIRD DIVISION.

*Butterworth, Thomas Y.
*Evans, Thomas.
**Hodgins, Benjamin.
*Hunt, William.
**Lowe, Frederick.
*Mare, John.
*Reynolds, Joseph.
*Thomas, William R.
*White, William G.
*Williams, Thomas.
*Wrigley, Josiah.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Baker, William G.
Bush, James. (D.)
*Ensor, Edward.
**Merrick, George
**Shilton, Frederick J.

SECOND DIVISION.

**Barraclough, William. (D.)
**Betterton, Henry.
**Bibby, William.
*Cadwalladr, John W.
*Cook, William.
**Earlam, Samuel.
*Goalder, Theodore. (D.)
*Hill, George.
**Hitchings, John.
**Laurens, Thomas.
**Lawrence, Samuel
*Marshall, William W.
**Mathie, Robert. (D.)
*Midgley, Alfred.
Morris, Daniel. (D.)
**Phillips, John.
*Pickles, Joseph.
White, James. (D.)
**Wilkinson, William.
**Young, George H. (D.)

THIRD DIVISION.

**Austin, Alfred R.
**Bailey, Henry J.
*Baughan, William.
**Bottomley, William. (D.)
Gordon, Richard. (D.)
**Greem, Septimus G.
Halford, Jarvis. (D.)
*Harper, James.
**Holdsworth, Hiram.
**Howell, James G.
*Hurford, Sydney W.
*Iveus, Coleman.
**Jackson, Thomas.
*James, George.
Longstaff, James. (D.)
**Mayall, Joseph.
**Plackett, Urban.
**Rimmer, Richard. (D.)
Steele, Walter. (D.)
*Yarwood, Thomas.

FOURTH DIVISION.

*Castell, Charles.
*Howell, Thomas F.
*Wicks, George E.

Students of the First Year.

FIRST DIVISION.

*Davis, Albert J.
**Dyer, Walter. (D.)
**Francis, Edward. (D.)
*Gooden, James G.
*Harrison, William J.
**Wilde, Samuel.

SECOND DIVISION.

*Brook, Joseph C.
**Carter, Thomas.
**Clucas, John.
*Deane, Charles.
*Hill, Frederic.
Hunt, Edwin J. (D.)
*King, Henry.
*Lord, William.
*Preece, Francis J.
*Proffitt, George.
*Quelch, William
**Sprague, Thomas W. (D.)
*Tinner, Thomas.
Warham, James. (D.)

THIRD DIVISION.

*Baynes, William M.
*Bessell, John.
*Cheston, Richard.
Curtis, Eli.
*Griffiths, John.
*Lade, Thomas.
*Lowe, Abel.
*Lupton, Richard J.
*Mitchell, Frederic.
*Stephenson, John L.
*Symes, George A.
*Taylor, Joseph W.
*Waterworth, John.
White, George.

FOURTH DIVISION.

Watkins, Burton.

Chester.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

Hoyle, Alfred. (D.)
**Williams, George. (D.)

SECOND DIVISION.

**Armstrong, John.
**Chard, James.
**Durrant, Charles.
Griffiths, Thomas. (D.)
**Lofthouse, John. (D.)
**Manning, Samuel. (D.)
**McCartney, Robert H. (D.)
**Selden, William. (D.)
**Shaw, Lewis F.
**Williams, David A. (D.)

THIRD DIVISION.

**Blackburn, Edwin W. (D.)
**Crossland, Joseph.
**Gillibrand, Thomas.
*Price, Joseph S.
*Wood, Herbert B.
**Worth, Silas.

FOURTH DIVISION.

*Sutcliffe, William R.

Students of the First Year.

SECOND DIVISION.

*Booth, Sidney K.
*Douglas, Henry.
*Entwistle, John.
Park, Arthur B.
**Peet, Joseph.
*Rimmer, Cuthbert.
*Stockton, George.
*Turner, James.
*Walker, Joseph.

THIRD DIVISION.

Gibson, William.
*Jervis, James W.
**Ogden, Thomas.

Chichester.

(Church of England.)

Students of the Second Year.

SECOND DIVISION.

**Amys, William J. M. (D.)
**Ayton, Anthony R.
*Boothman, William.
**Coachafer, Henry.
*Green, William J.
*Knowles, John J. W.
**Littleton, Edward.
**Winchester, John.

THIRD DIVISION.

*Allen, Gilbert.
**Cripps, John. (D.)
**Foreman, George.
*Oxley, William.
**Spruzen, William.
**Sylvester, John.
*Theobald, George W.

FOURTH DIVISION.

*Morley, George.
*Parks, Alfred W.
*Wilson, George.

Students of the First Year.

SECOND DIVISION.

*Paling, Richard.
*Stephenson, Leonard B.

THIRD DIVISION.

*Smith, Stephen.
*Stoner, Tom B,

Culham.

(Church of England.)

Students of the Second Year.

SECOND DIVISION.

**Abery, Frederick. (D.)
*Capel, Henschel L. (D.)
**Eley, Thomas.
*Freeman, Thomas. (D.)
**Kellett, Joseph. (D.)
**Montagnon, Louis W. (D.)
**Pittman, Alfred. (D.)
**Upstone, Herbert T.
**Watts, Alfred.

THIRD DIVISION.

*Ball, Asher.
*Buttery, Christopher.
*Clegg, Samuel W.
*Cullum, Edward C.
**Finnimore, Joseph. (D.)
**Ford, James. (D.)
**Marsh, George.
**Moulding, Thomas H.
**Noreross, James.
*Oddie, William.
**Page, Edward.
**Senior, Benjamin. (D.)
**Whitaker, George. (D.)
**Williams, William J. (D.)
**Winsor, William W. (D.)
**Woodbridge, Henry.

FOURTH DIVISION.

**Abbott, William C. (D.)
*Adams, James H.
*Yates, Henry.

Students of the First Year.

SECOND DIVISION.

*House, Joseph.
*Owen, Benjamin.
**Thomas, Edward.

THIRD DIVISION.

*Bacon, William B.
*Batcheldor, Thomas.
*Burt, Francis C.
**Burrows, William J.
**Carr, John.
**Coulter, Edward H.
**Mackett, William H.
*Manning, Robert T.
*Parkinson, Philip.

FOURTH DIVISION.

**Beeson, Samuel B.
*Bower, Joseph.

Durham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

Hall, John. (D.)
**Hodgson, Thomas G. (D.)

SECOND DIVISION.

**Douglas, Thomas W.
**Lakead, Richard.
**Tate, Thomas.

THIRD DIVISION.

**Arkle, Joseph. (D.)
Bowler, Robert A. (D.)
*Davison, Robert.
*Henshall, William H.
**Lawther, George T. (D.)
*Mason, William.
**Mudd, Thomas. (D.)
**Scott, Joseph.
**Turner, Edmund.
**Walton, Robert.

FOURTH DIVISION

*Shaw, Roger.
*Simpson, Alfred.
*Smith, John

Students of the First Year.

FIRST DIVISION.

*Burnett, William J.

SECOND DIVISION.

*Atkinson, Robert W.
**Carnes, George
*Collinson, John.
**Fawcett, John G.
*Gardiner, Alfonzo
*Green, William F.
**Morris, Harry.
**Speight, Christopher.
**Swann, Thomas.
*Syder, George.
**Wanless, William T.

THIRD DIVISION.

*Balmer, Thomas.
*Bradley, Richard.
*Graham, Thomas S.
**Savage, James.
*Scaife, John.
*White, Daniel.

Exeter.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Kissell, Edward.
**Pearce, Thomas W. (D.)

SECOND DIVISION.

**Allen, James T.
*Chipman, John H.
Gill, John. (D.)
**Hill, Henry.
**Pearse, George, W. H. (D.)

THIRD DIVISION.

**Guppy, William. (D.)
*Hodge, George.
**James, Joseph.
**Lerwill, Thomas W. (D.)
**Scanes, Edmund W. (D.)
**Seymour, John.
*Taylor, William.
**Tucker, Giles.
**Wheeler, James.

FOURTH DIVISION.

**Pengelly, Hugh O.

Students of the First Year.

FIRST DIVISION.

**Catford, Herbert.

SECOND DIVISION.

*Ayres, Thomas.
*Berry, George J.
**Bowyer, John.
Corby, John C. (D.)
*Gale, Philip G.
**Hockin, Leonard G.
**Hoskins, James H.
*Knebone, William E.
*Newberry, Thomas.

THIRD DIVISION.

*Chudley, Henry.
*Clements, Thomas.
**Drewe, Richard H.
*Grant, James
*Hillman, Nathaniel T.
**Lucas, William.
*Peddle, William J.
*Pennell, Charles J.
**Southcott, William V.
**Welsford, John.
*Williams, Samuel.
*Wyatt, George H.

FOURTH DIVISION.

*Lavers, John.

Hammersmith.

(Roman Catholic.)

Students of the Second Year.

FIRST DIVISION.

**Brown, John S. (D.)
*Glover, Thomas.
*Livesey, Thomas.
*Palmer, George.

SECOND DIVISION.

*Downey, Daniel.
*Fox, Edward A.
*Fox, Patrick.
*Johnstone, Andrew.
*Mahony, James.

THIRD DIVISION.

**Buckley, Daniel.
Conway, Michael.
**Crook, William.
*Hafey, John.
*Noonan, Patrick J.
*O'Hanlon, Patrick J.
*White, John.

FOURTH DIVISION.

*McMullan, John.
*Wood, Ralph.

Students of the First Year.

SECOND DIVISION.

*Fitzgerald, James.
**Harris, John.
Maginty, Edward.
*Morris, Joseph.

THIRD DIVISION.

*Carpenter, James.
*Kerckhoffs, Joseph.
*Kernan, Thomas.
**Murray, Francis.
**Scott, Mark.
**Scott, William.
*Taylor, John.
*White, Michael.

Highbury.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Arnold, Joseph.
Bailey, Thomas (D.)
Bird, Charles (D.)
**Clark, Alexander.
*Gardner, Richard.
Iago, William H. (D.)
*Leigh, John.
**Madley, Lewis G.

SECOND DIVISION.

**Ball, William P. (D.)
*Bedwell, Alfred.
*Brigden, Edward B.
**Clark, Henry (D.)
**Davey, William.
Jones, Frederick (D.)
**Kyle, John.
**Lomax, James W.
*Maxted, Charles.
*Pedley, Samuel.
*Sheppard, John R.

THIRD DIVISION.

**Alexander, Robert J.
*Barham, William.
**Bignell, George.
**Butcher, William.
**Carter, Arthur F.
Croley, Henry J. (D.)
**Elliott, James W.
**Fillmore, Walter G.
**Findlay, James A.
*Hare, William H.
*Hazzard, Edwin.
**Ingram, Henry C.
*Mead, John.
*Mould, William H.
*Richards, Thomas.
*Welsford, Henry G.
White, William W. (D.)

FOURTH DIVISION.

**Parfitt, Edward.
*Redston, Benjamin.

Students of the First Year.

FIRST DIVISION.

*Coale, William J.
*King, George.
**Lines, Richard.
**Major, Laurence.
**McKaig Leonard.
**Nichols, Thomas H. (D.)
*Tickner, Thomas W.
*Worrall, George.
*Wright, Thomas J.

SECOND DIVISION.

**Bevis, Henry.
*Boardman, Enoch.
*Clarke, Alfred R.
**Collens, James H.
**Crooks, John A.
*Hewett, James T.
*Jones, William.
*Loveday, James.
*Partridge, Charles F.
*Pedley, Arthur.
*Stone, Charles H.
*Wood, James.

THIRD DIVISON.

*Darkes, Henry.
*Greaves, John.
*Harvey, William H.
**Healey, Joseph.
*Jarvis, John.
*Kitchin, Launcelot.
*Thorpe, John.

Peterborough.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

*Steedman, John.
**Thrower, Edward H.

SECOND DIVISION.

*Graves, James.
*Hall, George.
*Haywood, Eli.
*Higgs, George.
McNamara, John. (D.)
*Munton, George H.

THIRD DIVISION.

*Chester, John F.
*Elliott, George.
*Elphick, John S.
*Longbottom, John.
*Readyhoff, William W.
*Vickers, George T.
**Waters, Henry.

FOURTH DIVISION.

*Bone, John C. R.
**Dudley, James A.
Rawson, James. (D.)
**Woodhead, Seth.

Students of the First Year.

FIRST DIVISION.

*Dalton, Robert.
*Holloway, William H.
**Stott, Samuel W.

SECOND DIVISION.

*Abbott, John.
*Chandler, Frederic W.
*Harris, Henry.
*Mackintosh, Alexander.
*Swiss, Samuel E.
*Woodford, Frederick.

THIRD DIVISION.

*Baker, Joseph G.
*Browne, James.
*Deadman, Francis.
*Dickinson, John Thomas.
*Hilder, Tom.
*Leach, Frederick C.
*Loose, William.
*Major, Isaac.
*Priest, Charles.
*Robinson, George.
**Sheldon, Alfred.
**Stevens, William N.
*Westby, Edward.
**Woods, Richard.

Saltley.

(Worcester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Hardman, John. (D.)
*Pickard, Joseph.

SECOND DIVISION.

**Adderley, William.
*Gee, Benjamin.
*Holbeche, George.
*Millard, Raymond.
**Plant, Daniel.
*Procter, Moroni Smith.
**Shipley, James.
**Snalam, Henry.
**Talbot, Walter J.
**Wakelin, William. (D.)

THIRD DIVISION.

*Birtwistle, Peter.
*Brooks, Leonard.
**Edge, Joseph B.
*Gibson, John.
**Gregson, Alfred H.
Kay, Adam. (D.)
**Lawley, Thomas.
*Malin, Henry.
**Pardoe, William.
**Schofield, Charles R.
*Shenton, John.
**Shipp, Samuel J.
*Taylor, Thomas.
*Waring, George.
*Wyman, Henry.

FOURTH DIVISION.

*Davis, Mark.
**Guy, Frederick S.
*Thornton, George.
*Tuke, Thomas J.

Students of the First Year.

FIRST DIVISION.

**Hill, William J.
*Johnson, Alfred.
*Neale, Samuel.
**Reynolds, Thomas.
**Sutherland, George.

SECOND DIVISION.

**Binns, Alfred.
Board, George. (D.)
*Cross, Ralph.
*Davies, John.
**Hawksford, Thomas G.
*Home, Richard.
**Humphreys, Thomas.
**Newton, Thomas.
*Redfearn, James.
*Sargent, Andrew.
Swinnerton, James.
**Wareham, Frederick.

THIRD DIVISION.

**Bailes, Henry G.
*Baker, William.
*Ball, Slater.
*Beavon, William A.
*Booth, Henry C.
**Brown, Robert.
**Grosvenor, Joseph.
**Lamsdale, John.
**Martin, Thomas.
*Perry, George.
**Pierson, John.
*Rickards, Charles.
*Smith, John.
Tinsley, Thomas.
Tonkinson, Thomas.
*Ward, Joseph H.
*Westwood, William.
*Whittaker, William.
*Williamson, Samuel.

FOURTH DIVISION.

**Kay, Joseph.
Richards, Lewis.
**Wright, Henry E.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST DIVISION.

**Cox, Joseph.
**Deaville, James.
**Leak, Joseph.
**Vincent, Joseph. (D.)
*Whitehead, George W. (D.)

SECOND DIVISION.

*Gates, Henry.
**Gwynne, James.
**Hall, John.
Hinsley, John F. (D.)
*Humphreys, Richard.
**Leach, Samuel. (D.)
*Lord, William.
**Newbold, James A.
*Perkins, Joseph.
*Proud, Alfred J.
*Taylor, Henry.
*Thorpe, John A.
**Tunley, Charles W.
**Walker, James. (D.)
*Whitehead, James.
**Worsey, Charles. (D.)
Wright, William. (D.)

THIRD DIVISION.

*Bickford, Edmund S.
Hockey, Alfred K.
**Johnson, James.
*Peacock, Joseph.
**Schorfield, John. (D.)
*Sleight, Henry.

FOURTH DIVISION.
Bryant, George H.
Bursill, George.
*Parrott, William.
*Rock, Samuel C.
*Williams, John B.

Students of the First Year.

SECOND DIVISION.
*Bateson, William J.
*Carlyon, William R.
*Chapple, Frederic.
*Chippindale, Joseph.
*Coldwell, Joseph.
*Gayton, John.
**Hancock, George.
*Horsfall, Rawson.
*Seer, Alfred.
**Summerford, John B. (D.)
**Wade, George.
*Walling, John H.
**Willans, Henry. (D.)

THIRD DIVISION.
*Blocksidge, William.
*Brewer, Dennis H.
*Broom, Joe J.
*Brown, William S.
**Challens, Edmund.
*Dolman, J. John.
*Dunkin, William J.
*Epsley, James.
Farnish, James.
*Haigh, Henry.
*Kelsey, Henry.
**Lightfoot, James.
Newsome, William.
*Roberts, Thomas L.
*Robinson, John B.
Sholl, Elijah. (D.)
*Stokes, Joseph.
*Sykes, Joseph.
*Underhill, Charles F.

FOURTH DIVISION.
*Richards, Henry P.

Winchester.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
**Atkins, John.
**Brummell, Henry. (D.)

SECOND DIVISION.
*Coker, John.
**Everett, Edwin.
**Harris, Samuel.
Jones, John H. (D.)
**Taylor, Henry.
**West, Charles William.

THIRD DIVISION.
*Belcham, John.
Bryer, Raymond (D.)
**Challen, Charles.
**Farren, Frederick.
**Found, Harvey.
*Hammond, John.
**Howell, George.
*Jones, George F.
*Luffman, Thomas.
**Paddock, William.
**Painter, Thomas.
**Whenman, John G.
*White, Richmond G. (D.)

FOURTH DIVISION.
**Blake, James.
*Hines, William J.
Maslen, John.

Students of the First Year.

FIRST DIVISION.
*Paddock, George.

SECOND DIVISION.
*Fabian, Alfred.
**Newhook, James (D.)
**Poultney, Alfred H.
*Watson, James.
*Woodman, Henry.

THIRD DIVISION.
*Haynes, Charles Y.

FOURTH DIVISION.
*Hackwood, Henry.

York and Ripon.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
*Spaven, Francis.

SECOND DIVISION.
*Barker, William.
**Foulds, William. (D.)
**Hawkins, William. (D.)
*Heys, Samuel.
Imeson, Hazell. (D.)
*Kell, William.
**Oversby, John.
*Smith, James E.
*Summerscales, Henry.

THIRD DIVISION.
*Cockin, John.
*Davenport, Samuel.
*Greenwood, Josiah.
*Harwood, William H.
*Kirk, Ferdinand R.
Knowles, Robert.
*Mitchell, Henry.
**Moorby, Thomas.
**Shackleton, Thomas.
*Sutton, John.

FOURTH DIVISION.
**Nicholson, Matthew W.
*Shaw, David.

Students of the First Year.

FIRST DIVISION.
**Bowers, William.
*Elston, William H.

SECOND DIVISION.
*Blakey, William.
*Caunce, John.
*Chafer, Henry.
**Constable, William.
*Lawler, William.
**Moorhouse, Hiram.
**Myers, Jerome.
**Rayner, George.
*Todd, James.
*Walton, James.
**Webster, Joseph.
*Welpton, George.

THIRD DIVISION.
*Allison, John.
**Brigham, Joseph S.
**Busfield, Alfred.
*Emmerson, Joseph.
*Hollinghead, Thomas.
**Hutchinson, William H.
*Jumps, John W.
**Thompson, Robert.

FOURTH DIVISION.
*Broadhead, Samuel.
Cottam, William.

SCOTLAND.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.
*Anderson, David. (D.)
**Anderson, William.
**Arnott, John.
*Chalmers, Alexander.
Cusine, James. (D.)
**Dow, Richard.
**Gibb, Robert.
**Hardie, Peter. (D.)
**Lowe, David F. (D.)
**Macquarrie, Alexander J.
**Phyn, Alexander.

SECOND DIVISION.
*Boyle, Joseph.
*Burns, Robert.
**Fleming, John. (D.)
**Gill, John.
**Hay, Thomas.
*Oswald, David P.
*Tait, James R.
**Winchester, William.
**Winton, James.

THIRD DIVISION.
*Cameron, William.
*Carlisle, George.
Christie, Alexander.
*Cram, John.
**McLaurin, John.
*Stewart, James.
*Waddell, Robert.

Students of the First Year.

FIRST DIVISION.
*Barclay, William.
*Blackstock, William S.
*Dorward, Alexander.
**Gavin, Michael (D.)
*Inglis, George.
**Low, James B.
McCabe, John. (D.)
**Simpson, Peter.
*Smith, William P.
**Wilson, John. (D.)

SECOND DIVISION.
*Anderson, William H.
*Armit, Richard.
*Benvie, Andrew.
*Bremner, Alexander.
**Duthie, George S.
*Gauldie, William.
*Henderson, John.
Kinloch, James.
*McLeod, Neil.
*Newlands, John.
Rodger, Allan.
*Spence, Alexander.
*Taylor, John.

THIRD DIVISION.
*Beaton, Kenneth.
Clarke, Donald.
*Grant, Angus.
*Greenshields, Thomas.
Lindsay, Andrew.
Mathieson, David.
*Nicholson, Torquil.
*Ross, Duncan.

Edinburgh.

(Episcopal Church of Scotland)

Students of the Second Year.

FIRST DIVISION.
Creighton, John. (D.)
Guest, James. (D.)
**McIntyre, Donald.
**McKay, William.
**Tinkler, George.

SECOND DIVISION.
*Eggie, John.
*Gray, John.
**Merkin, James.
Rodger, William. (D.)
*Wilkinson, James.

THIRD DIVISION.
*Gilliland, Henry.
**Green, Samuel.
*Hogg, William Lechie.

Students of the First Year.

SECOND DIVISION.
*Clement, James.
*Fenton, Thomas,
**Hawdon, William W.
*Macness, Francis

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.
**Brown, Henry.
**Campbell, David (D.)
**Dick, James (D.)
**Drybergh, William (D.)
Low, John. (D.)
**Marshall, John (D.)
*May, William.
**Melvin, William.
Steven, George (D.)
**Sturrock, Abram.
**Symon, Josiah H.

SECOND DIVISION.
**Cameron, Archibald.
*Cameron, James.
**Cameron, William.
*Davidson, David.
*Ferguson, John.
*Halliday, Samuel.
**Mc Glashan, Archibald.
**Mackay, James.
**Macrae, Kenneth.
*Martin, Thomas.
*Miller, George L.
*Munro, Finlay.
*Murray, John.
*Petrie, John.
*Purves, John.
*Reid, Robert.
**Ross, Donald.
*Simpson, Robert.
**Watson, William.

THIRD DIVISION.
*Baird, John.
*Black, Robert.
*Fowler, John.
Hooker, James.
*Mc Martin, Malcolm.
*Morrison, William.
**Scott, John M.
*Thom, George.

FOURTH DIVISION.
*Ingram, Alexander.

Students of the First Year.

FIRST DIVISION.
*Anderson, William.
*Archibald Stewart.
**Ellis, John.
**Forrest, Robert.
**Mackay, John J.
**Marshall, John (D.)
**Stewart, David M.

SECOND DIVISION.
*Bain, Thomas.
**Butchart, John.
*Craig, Archibald.
*Everett, William.
*Forrest, Joseph.
*Gillanders, John.
*Henderson, William.
*Jeffrey, Alexander.
**Lumsden, David B.
**McIab, James.
*Milne, Robert.
*Oswald, Alexander C. R.
*Paterson, Robert.
**Paterson, Thomas.
**Riach, William.
**Ross, Donald.
*Runciman, James.
**Sime, Thomas.

THIRD DIVISION.
**Brown, James A.
*Davidson, Alexander.
*Dick, William.
*Falconer, Robert S.
**Fraser, John.
*Greig, Robert.
McKay, Malcolm.

Glasgow.

(Church of Scotland.)

Students of he Second Year.

FIRST DIVISION.
**Allan, James.
*Campbell, John.
**Dunlop, John.
**Hamilton, John.
**Harper, John. (D.)
**McCrindle, George.
**Pollock, Archibald.
**Thomson, Andrew.
*Wilson, Matthew.

SECOND DIVISION.
*Cooper, Robert.
**Davidson, Alexander.
**Dow, Charles.
**Jamieson, Andrew. (D.)
**McFarlane, William.
**McNeil, Archibald. (D.)
*Peacock, William.
Rowan, William.
*Speirs, William.
**Wilson, Thomas.

THIRD DIVISION.
**Saunders, Robert.
**Tayler, Andrew.
*Torrie, William.
**Waidrop, William.

Students of the First Year.

FIRST DIVISION.
**Lawrence, John.
**Milligan, James.
**Moodie, Robert.
*Russell, Archibald.

SECOND DIVISION.
*Alexander, William.
*Anderson, Peter.
*Blackstock, Walter.
**Brownlie, William.
*Campbell, Quintin.
**Cunningham, John.
*Fyfe, James.
*Harvey Walter.
**Jack, Hugh.
*McCreadie, Anthony.
Macmaster, Hugh.
**McNicol, James.
*Millar, John N.
**Miller, Archibald
**Nairn, John S.
*Paterson, James.
*Philip Robert.
*Schaw, Thomas.
*Seton, Hugh.
*Thomas, Francis.
*Thomson, William A.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.
*Galloway, John.
*McClymont, Alexander.
*McDougall, Duncan.
**Macfarlane, Walter.
**McTyre, James. (D.)
*Stewart, William.
**Walsh, James.

SECOND DIVISION.
Anderton, Jonas.
*Ballantyne, Daniel.
**Barnes Starkie.
*Cook, William.
**Dymock, John.
*Greenwood, John.
*Kirkwood, John.
*McKay, Charles G.
*McKellar, Duncan.
*McMurray, Thomas.
Ross, Thomas Henry
*Scott, Alexander.
**Wilson, John.

THIRD DIVISION.
Dunn, George.
*Jowett, Herbert.
*Matheson, Donald.
Morton, Richard.
Mc Isaac, William.
*Mac Tavish, Archibald.
*Rawnsley, William.

Students of the First Year.

FIRST DIVISION.
*Davis, Robert.
*Thomson, John.
*Wilson, Peter.

SECOND DIVISION.
*Arthur, Thomas.
*Brodie, Thomas.
*Brown, John.
**Connor, John.
*Crawford, John C.
*Fraser, Simon M.

*Hamilton, William.
*Lennox, David.
*McIlwraith, Robert.
*Miller, Alexander.
*Parker, George.
*Pollock, Matthew W.
Roberts, Henry. (D.)
Ross, Robert,
**Scott, Adam.
*Steele, James.
*Thomson, William.
*Watt, Alexander.

THIRD DIVISION.

Andrews, George.
*Brown, John G.
Hunter, James.
*Kennedy, William.
*Leith, William.
*Mc Coll, Alexander.
*Mc Kechnie, John.
Mc Kenzie, Colin.
*Mc Nidder, John.
Martin, Robert.
*Russell, John.
*Scouller, John.
*Wardrop, David.

FOURTH DIVISION.

*Fraser, John.
*Mc Donald, Angus.
Mc Lean, Kenneth A.

II.—NORMAL SCHOOLS FOR MISTRESSES.

ENGLAND AND WALES.

Bishop's Stortford.

(Rochester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

Abraham, Ellen.
Bush, Emma E.
Dowman, Mary Ann A.
Hopwood, Louisa M.
Quarry, Emma.
Rotton, Elizabeth J.
Searle, Mary A.
Smith, Frances M
Tugwell, Jane.
Wheeler, Frances.

SECOND DIVISION.

Chaplin, Marion.
Davy, Elizabeth.
Deane, Jane.
Driffield, Mary E.
Freeth, Jane.
Howse, Mary.
Mizen, Susannah F.
Pettit, Harriet.
Sully, Marian.
Sturr, Eliza.
*Watkins, Elizabeth.
Withall, Anne S.
Woodhams, Sarah.

THIRD DIVISION.

Baker, Marianne.

Students of the First Year.

FIRST DIVISION.

*Hutt, Lucy M.

SECOND DIVISION.

Adams, Mary.
Andrew, Emily E.
Claridge, Emma.
Eastland, Annie.
Gibbard, Emily.
Hawkridge, Elizabeth.
Hedson, Elizabeth N.
Lanham, Esther A.
Lovell, Jane L.
Meeks, Emily S.
Messer, Mary A.
Parker, Mary J.
Saunders, Mary A.
Scott, Margaret J.

THIRD DIVISION.

Bird, Hannah.
Bradstock, Eliza S.
Cobb, Ellen P.
Crouch, Mary.
Denney, Mary A.
Drew, Eliza.
Linging, Frances C.
Martin, Fanny.
Martin, Frances E.
Pearson, Mary.
Rodford, Louisa.
Slade, Ellen M.
Smith, Caroline.
Terry, Elizabeth P.
Veall, Harriett.
Whittaker, Elizabeth.

FOURTH DIVISION.

McGregor, Eliza Jane A.

Brighton.

(Chichester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Braid, Sarah A.
*Bruford, Susannah.
*Leonard, Hannah.
*Otway, Mary.

SECOND DIVISION.

Bloomfield, Sarah A.
*Bridger, Charlotte.
*Cook, Elizabeth C.
Crump, Mary A.
*Dear, Annie E.
*Fraser, Henrietta.
*Gare, Sarah.
Heys, Elizabeth.
*James, Emily E.
Wakeford, Agnes.
**Watts, Ann.
White, Eliza.

THIRD DIVISION.

*Cox, Emily M.
*Harndon, Elizabeth.
Reed, Rebecca.

Students of the First Year.

FIRST DIVISION.

*Bellingham, Sarah.
*Bull, Elizabeth.
*Hogben, Ann F.
*Jackson, Charlotte.
*Moss, Rhoda S.

SECOND DIVISION.

Burt, Sarah L.
Evans, Alice.
Fryatt, Jane.
*Langford, Caroline.
Osborne, Eliza.
Pengilly, Emma E.
*Snart, Sophia.

THIRD DIVISION.

Carter, Ann M.
**Fisher, Madeline.
*Funnel, Esther.
*Joiner, Mary A.
*Kimpton, Jane E.
*Lloyd, Emily A.
*Petty, Eliza.
Pound, Emily.
Samuels, Phœbe.
Weblin, Eliza.
Wilmer, Sarah A.

FOURTH DIVISION.

Cook, Eliza.
Jackson, Mary.
Jones, Emily F. T.

Bristol, Gloucester, and Oxford.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Burton, Rachel.
**Jones, Emily.
Lord, Emily A. E.
Price, Lucy.
*Toll, Kezia.
*Tustin, Catherine.

SECOND DIVISION.

Brant, Anne.
Brignell, Agnes.
*Brooke, Sarah.
*Curtis, Mary J.
*David, Anne E.
*Eaton, Maria L.
*Evans, Mary A.
Goodman, Elizabeth.
Hemming, Frances E.
Hill, Mary J.
Hooton, Mary.
Jessop, Selina.
Jones, Harriett.
Kitchin, Rebecca.
*Nash, Sarah A.
Palmer, Elizabeth.
*Reed, Susan.
*Russell, Caroline.
*Rymer, Eliza.
*Smith, Emma E.
*Stephens, Marianne.
Taylor, Eliza Ann.
Worsley, Anne. (D.)

THIRD DIVISION.
Chamberlain, Fanny.
*Easton, Catherine A.
Hargrave, Ellen E.
Oughton, Mary.
Pearson, Mary.
Roberts, Martha.
*Wadsworth, Eliza.
Woolway, Mary J,

Students of the First Year.

FIRST DIVISION.
Church, Elizabeth.
*Sampson, Margaret.

SECOND DIVISION.
Ainley, Mary.
*Ash, Sarah A.
*Bath, Mary A.
**Collins, Alice.
*Coomber Anne.
*Gardiner, Helen.
*Hulin, Sarah A.
**Shuttleworth, Eliza A.

THIRD DIVISION.
Archer, Mary.
Bispham, Mary A.
Cave, Catherine.
Clutterbuck, Emily.
Copley, Ellen.
*Davies, Sarah.
Daniels, Keturah.
Dolley, Alice.
Foulkes, Eliza.
Grandfield, Elizabeth.
Griffiths, Rebecca.
Harrop, Elizabeth.
Hill, Elizabeth.
*Hobson, Susannah.
Humphreys, Mary A.
Jenkins, Mary.
*Newman, Sabina.
Northam, Charlotte.
Olley, Sarah A.
Perry, Susan.
Rawson, Anne.
Salisbury, Emma.
Shepherd, Emily.
Tinkler, Lucy.
Tombs, S. Emily.
*Tremills, Nancy.
*Tudor, Alice.
Tyrer, Elizabeth.
Wakelin, Fanny.
Weare, Emily.

FOURTH DIVISION.
Collier, Annie.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
**Baskerville, Amelia.
*Cant, Elizabeth.
Crook, Elizabeth.
*Kirk, Ellen T.
*Knight, Maria.
*Machell, Mary A. J.
*Maidment, Charlotte.
**Spencer, Margaret.

SECOND DIVISION.
Amadio, Eleanor.
**Bird, Emma J.
*Cooper, Frances.
**Cosnett, Sarah J.
Grisman, Annie.
*Hall, Martha.
*Hammond, Elizabeth A.
*Hurst, Sarah.
Pope, Jane.
*Sandlands, Eleanor.
*Sims, Elizabeth.
*Williams, Mary A.
*Wood, Ellen.
*Woodman, Rosa M.

THIRD DIVISION.
Triste, Ellen.
*Townsend, Emily R.
Wakefield, Maria S.
**Worsey, Sophia J.

Students of the First Year.

FIRST DIVISION.
**Brace, Martha E.
*Hawkins, Mary E.
*Wright, Mary E.

SECOND DIVISION.
*Billingsley, Clara A.
Burt, Mary E.
*Bush, Louisa C.
*Edwards, Mary.
*Groom, Mary J.
*Maskelyne, Jane.
Morriss, Agnes.
*Netherton, Rose.
**Roe, Rosa S.
Sapcote, Mary Anne.
*Simmonds, Sarah.
*Turner, Alice.

THIRD DIVISION.
Barratt, Rebecca.
Clark, Louisa.
Deeman, Emma.
Evans, Laura H.
*Gayner, Ann M.
*Groom, Ellen.
Harries, Mary.
Hooper, Emma H.
**Jackson, Martha.
*Maybrey, Martha S.
Parker, Mary J.
*Payne, Jane.
Shotter Ellen.
*Spratt, Hannah M.
Warwick, Fanny E.
Wilkes, Hannah.

FOURTH DIVISION.
Harrison, Eliza.
*Johnson, Emma R.

Derby.

(Lichfield Diocesan.)

Students of the Second Year.

FIRST DIVISION.
**Priest, Elizabeth.

SECOND DIVISION.
**Butler, Mary A. E. (D.)
*Copestake, Mary A.
*Clements, Sarah.
*Clarke, Mary.
* Chillington, Caroline.
*Edwards, Eliza.
*Goodall, Lydia.
*Goodacre, Mary A.
**Hassell, Mary A.
*Moss, Emma.
*Orme, Martha.
*Riley, Emma.
*Steel, Elizabeth.
*Swatman, Sarah W.
*Vickers, Margery.

THIRD DIVISION.
Barker, Catherine.
*Burrows, Agnes M.
*Knight, Sarah.
*Wilkins, Sarah J.

Students of the First Year.

FIRST DIVISION.
*Hook, Helen.
*Lockham, Marianne.
**Shirley, Una S.
**Slack, Elizabeth.

SECOND DIVISION.
Cross, Susan.
*Fulleylove, Elizabeth A.
**Kilby, Sarah.
**Serjeant, Agnes.
*Smith, Louisa.
*Wollatt, Clementina.
*Wilkins, Miriam E.

THIRD DIVISION.
**Edkins, Emma.
*Leeson, Phœbe E.
*Moore, Alice B.
*Pinner, Mary A.
*Pollard, Mary.
*Rushton, Jemima.
*Statham, Frances E.
*Warwick, Sarah A.

FOURTH DIVISION.
*Northwood, Anne.

Candidate for Infant Teaching under Article 99.

THIRD DIVISION.
*Scott, Elizabeth.

Durham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
**Anderson, Martha S.
*Clark, Isabella.
*Plank, Rebecca H.
**Sanderson, Mary J.
**Smith, Agnes.
**Smith, Jessie (D.)
**Smillie, Rachel.
**Strachan, Barbara.

SECOND DIVISION.
**Byers, Mary.
*Clough, Frances C.
*Forster, Annie.
*Forster, Mary.
*Hunter, Susanna C.
**Munro, Anne.
**Paul, Mary.
*Scott, Fanny.
*Stafford, Mary A.
**Winskill, Sarah.
*Young, Anne.

THIRD DIVISION.
Chapman, Nanny.
*Darnton, Mary.
**Grant, Mary.
Lawson, Jane.
*Sutherland, Jane B.
Young, Mary.

Students of the First Year.

FIRST DIVISION.
**Fairbairn, Jane E. (D.)

SECOND DIVISION.
Lambert, Harriet.
*Sowrey, Rebekah.
*Sutton, Sarah J.

THIRD DIVISION.
Bell, Anne E.
Buckley, Mary A.
*Foreman, Jane.
*Hope, Jane A.
Horsley, Jobina.
*Jones, Hannah.
**Makinson, Emma.
McDowall, Janet.
Reid, Catherine.
**Wallace, Janet.
*Wise, Mary A.

FOURTH DIVISION.
Dale, Catherine H.

Home and Colonial.

Church of England.)

Students of the Second Year.

FIRST DIVISION.
*Bondfield, Mary A.
**Clement, Mary A.* (D.)
*Crow, Mary A.
Dodd, Jessie M. (D.)
*Ellis, Catherine P.
**Gledhill, Mary A.
*Goodridge, Jessie M.
**Hills, Emily M.
*Holden, Emma.
*Horsley, Emma.
*Ingram, Mary J.
*Johnson, Martha.
*Kempshead, Eliza A.
*Kettle, Eliza.
*Lee, Mary A.
*Leonard, Eliza.
*Lewis, Emily H.
*Manttan, Annie.
Marchant, Jane (D.)
*Miller, Selina.
*Morley, Jessie.
*Murrells, Ella S.
**Murton, Mary (D.)
*Rae, Mary A.
**Smith, Anna M.
*Stevens, Elizabeth A.
*Town, Elizabeth.
*Tyler, Sarah.
*Vass, Mary S.
**Whittle, Margaretta.
**Williams, Gertrude A.
*Weller, Emily.
Wortley, Emma.

SECOND DIVISION.
*Broadbent, Christiana.
*Broom, Annie.
*Carodyce, Elizabeth E.
**Carpenter, Caroline.
*Cheetham, Ellen.
*Clifton, Sarah D.
*Cothill, Caroline C.
*Diamond, Mary J.
*Drawbridge, Jane R.
*Edmonds, Esther.
*Emsley, Mary A.
*Farris, Sarah.
Forbes, Margaret.
*Gardiner, Dinah A.
*Gunton, Susannah.
*Harwood, Sarah.
*Milliner, Sarah.
*Morris, Sarah A.
*Murray, Kate.
*Palmer, Ellen.
*Parry, Maria.
*Pope, Mary Jane.
*Read, Catherine.
*Read, Sarah.
*Russell, Robina M.
*Saunders, Anne.
*Saunders, Mary A.
*Shepherd, Margaret.
*Smith, Mary J.
*Wilson, Alice.

Students of the First Year.

FIRST DIVISION.
Armitage, Elizabeth.
*Banham, Mary A.
*Butcher, Emma F.
*Carpenter, Susan E.
*Dickenson, Jane.
Dickinson, Eliza.
Frazer, Elizabeth.
*Hawkes, Susannah.
*Hoardon, Marianne.
*Hunt, Maria L.
**Sharrocks, Eliza J.
Sherwin, Elizabeth.
*Smith, Charlotte M.
**Smith, Jane.
*Sutcliffe, Catherine.
*Swaysland, Mary.
**Tomlinson, Lydia E.
*Wigmore, Charlotte E. J.
*Young, Mary H.

SECOND DIVISION.
*Baker, Mary
*Balsam, Elizabeth.
*Briggs, Eliza.
Brown, Anne.
*Brown, Anne S.
*Butt, Emily L.
Capps, Susan E.
*Chisholm, Anne.
*Clayton, Martha E.
**Doe, Ellen, A.
*Edmunds, Elizabeth.
Harryman, Emma.
*Hyde, Catherine E.
Jones, Virtue.
Mackarall, Sarah E.
McGinness, Annie.
Morris, Ellen R.
Natess, Ellen L.
Pearce, Anna C.
Penny, Emily
*Reynolds, Mary A.
Seabrook, Ann J.
Stretton, Susannah.
*Templeton, Eliza C.

THIRD DIVISION.
*Atkinson, Lucy.
Hall, Annie.
Leonard, Emma.
Lloyd, Elizabeth.
*Millar, Clara A.
Salter, Mary A.

Candidates for Infant Teaching under Article 90.

FIRST DIVISION.
Bacon, Jane F.
*Barnes, Victorine.
*Brookes, Jane.
*Howe, Jane R.
*Lord, Margaret E.
*Short, Emily L.
*Simms, Fanny.
*Teague, Mary S.
*Thomas, Susanna S.

SECOND DIVISION.
*Ashford, Ellen.
Brian, Martha.
Hopton, Alice S.
Hudson, Ann.
*Marshall, Ann E.
Moulton, Mary.
*Sandle, Rebekah C.
*Smith, Elizabeth.
*Smith, Evercida.

THIRD DIVISION.
*Anderson, Louisa.
Cornes, Frances E.
Davies, Sarah.
*Hudson, Henrietta A.
Scott, Jane
*Shiel, Anne.
*Skinner, Emily J.

FOURTH DIVISION.
*Hood, Emma.

Lincoln.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
*Buckley, Bessie.
*Carter, Lucy A.
*Frost, Margaret.
*Gilman, Harriett.
**Hamm, Sarah J.
*Hedges, Hannah M.
*Lowndes, Elizabeth.
*Mitchell, Annie.
*Parnell, Harriett.
*Savage, Ellen.
*Smith, Maria.
*Smith, Sarah.
*Sparke, Eliza A.
*Williams, Martha A.

SECOND DIVISION.
*Jennings, Kate.
*Lavender, Hannah.
*Sherington, Mary H.

Students of the First Year.

FIRST DIVISION.
*Elwell, Rebecca F.
*Hall, Sophia.

SECOND DIVISION.
*Bestwick, Emma.
*Cross, Maria S.
*Cuthbert, Clara A.
*Marsden, Alice.
*Nolan, Ellen.
Walker, Margaret A.
*Ward, Hannah.

THIRD DIVISION.
Brown, Lucy.
Butterell, Emily.
Buttery, Martha.
*Cook, Frances S.
Hammond, Emma E.
Norborn, Ann.
Pulford, Henrietta.
*Simpson, Eliza A.
*Smith, Mary C.
**Stanwell, Louisa F.
*Starling, Mary A.

FOURTH DIVISION.
*Hill, Sarah A.

Liverpool.

(Roman Catholic.)

Students of the Second Year.

FIRST DIVISION.
*Ashurst, Annie.
Brindle, Mary A.
Brophy, Mary.
Caballin, Anne.

Codie, Mary.
Cooper, Monica.
**Freehan, Frances.
Hall, Mary.
Harrison, Rebecca.
**Lucas, Lydia (D.)
*Morley, Mary.
*Quinn, Mary.
Rochead, Margaret.
Sherry, Jessie.
**Smith, Isabella.

SECOND DIVISION.

*Barry, Margaret.
Dignam, Sarah.
Duffy, Agnes.
*Fulham, Elizabeth.
Lunie, Elizabeth.
McManus, Kate L.
Marsh, Annie.
Marshall, Mary.
**Morgan, Catherine.
Mullins, Bridget.
Parkinson, Winefrid.
*Reynolds, Elizabeth A.
White, Matilda.
**Williams, Eliza.
Wood, Julia A.

THIRD DIVISION.

Hall, Eliza.
**Hastings, Emily.
*Kearns, Eliza.
Lyons, Mary A.
McCarron, Margaret.
Mann, Mary A.
Marsh, Alice.

Students of the First Year.

FIRST DIVISION.

*Hefferman, Annie.
*Rothwell, Ellen.
*Ryan, Catherine.

SECOND DIVISION.

**Anglin, Anastasia.

THIRD DIVISION.

Arrowsmith, Elizabeth.
Benson, Louisa.
Bishop, Jane.
Broughall, Mary J.
*Conway, Sarah.
Curran, Matilda.
Harrigan, Mary.
Henville, Mary Ann.
Hickson, Emma.
Kearney, Mary E.
Maher, Catherine.
*Moylan, Anne.
Murphy, Isabella.
O'Neill, Mary A.
O'Neil, Mary.
Scott, Maria.
Shaw, Hannah.
Smith, Anne.
Sole, Mary Ann.
Taaffe, Margaret.
Threlfall, Elizabeth.
Traynor, Mary.
Troy, Catherine.
Ward, Rose.

FOURTH DIVISION.

Dowland, Mary A.
Prout, Amy.

Norwich.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Bolingbroke, Rosina.
*Bright, Mary A.
*Davies, Priscilla E.
*Hubbard, Hagar S.
*Thirtle, Sarah.
**Tuddenham, Elizabeth.

SECOND DIVISION.

Bailey, Anne M.
*Bean, Susannah M.
*Clarke, Mary.
Dack, Charlotte.
*Huggins, Alice.
Juster, Fanny.
Martin, Julia.
**Riley, Elizabeth.
*Rose, Emily A.
*Rushmore, Margaret A.
*Sandford, Susannah E.
*Tiffen, Mary Ann
**Watson, Lucy.
*Wright, Susanna O.

THIRD DIVISION.

*Scofield, Hannah Jane.

Students of the First Year.

FIRST DIVISION.

*Goodchild, Louisa M. A.
*Lane, Elizabeth A.

SECOND DIVISION.

Babb, Ellen.
Brooke, Eleanor F.
**Carter, Emily.
**King, Charlotte.
*Sadler, Sarah E.
*Simpson, Anne.
Swales, Sarah H.

THIRD DIVISION.

Chaplin, Elizabeth.
*Cryer, Katherine E.
Marshall, Agnes M.
Marshall, Alice M.
*Pitt, Frances.
Ramsey, Jane.
*Schofield, Charlotte E.
*Tottman, Elizabeth.
*Wilde, Julia H.
Woollard, Emily.

Ripon.

(York and Ripon Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Beaumont, Elizabeth.
Beaumont, Emma. (D.)
Bennett, Jane. (D.)
**Hirst, Hannah.
**Wall, Mary.

SECOND DIVISION.

Alcock, Rachel. (D.)
Barraclough, Emma J.
*Barrett, Sarah A.
**Chapman, Frances.
*Finlay, Rachel.
**Fogg, Jane.
*Greenwood, Mary.
*Hindle, Mary A.
*Lee, Mary.
*Neale, Clara.
*Pollard, Hannah.
*Simpson, Anne M.
*Sowden, Elizabeth.
*Stout, Sarah.
*Tattersall, Eliza J.
*Thornber, Sarah.

THIRD DIVISION.

*Dewsbery, Eliza.
Foulds, Susannah.
*Jones, Mary J.
*Knight, Elizabeth.
*Lambert, Mary H.
Marshall, Elizabeth.
*Pearson, Betsy.
Saville, Ruth.
*Smith, Martha.
*Townend, Mary A.

Students of the First Year.

FIRST DIVISION.

**Lambert, Elizabeth.

SECOND DIVISION.

Atkinson, Mary F.
*Bentley, Anne.
Brady, Elizabeth Ann.
**Newnum, Barbara E.
Townend, Tamar.
*Widdup, Caroline.

THIRD DIVISION.

Beldon, Mary H.
*Booth, Kate.
*Child, Lucy A.
*Corbett, Mary J.
Dannatt, Mary A. J.
*Gascoigne, Elizabeth.
Higginbottom, Anne A.
*Horsfall, Hannah.
Malthouse, Anne.
Milnes, Sarah J.
Priestley, Hannah.
Rawlin, Charlotte.
Reeder, Mary M.
Restrick, Sarah.
Rogers, Hannah.
Selby, Eliza A.
*Waud, Elizabeth.
Wright, Maria.

FOURTH DIVISION.

Eastwood, Victoria.
Harper, Sarah J.

Salisbury.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

Browne, Sarah.
*Burton, Annie S.
*Coombs, Sarah A.
*Goddard, Catherine.
Goddard, Sarah.
*Lawes, Mary A.
*Morgan, Henrietta.
*Northeast, Agnes.
*Rawkins, Emily.
*Slow, Emma.
*Stayner, Elizabeth F.
*Titt, Mary A.
*Tosland, Emily A.
*Watts, Sarah.

SECOND DIVISION.

*Bailey, Mary A.
*Bye, Kate.
*Cheesman, Emma.
Dowland, Susan J.
*Guy, Mary.
Hall, Sarah.

*Hawker, Susan.
*Hawkins, Susan.
Hobbs, Georgina.
*Hunt, Sarah J.
King, Harriet.
*Kneller, Elizabeth.
*Marshallsay, Sarah A.
Phillips, Mary A.
Simmonds, Marian.
Sims, Virtue.

Students of the First Year.

FIRST DIVISION.

**Brown, Fanny.
Brown, Martha, Jun.
Fooks, Ann B.
*Gregory, Martha.
*Joynson, Hannah,
*Moore, Emily.
**Mose, Mary A.
Saville, Ellen.

SECOND DIVISION.

*Browne, Martha, senior.
*Clear, Sophia.
**Daws, Julia.
Dew, Mary.
Dowland, Caroline E.
*Fielder, Sarah J.
*Kerby, Mary M.
*Morris, Mary.
*Mundy, Sarah Jane.
*Reynolds, Annie A.
*Snelgrove, Kate.
*Spray, Sophia J.
Weaver, Mary A.
*Young, Annie.

THIRD DIVISION.

*Alexander, Mary A.
*Bevin, Ursula M.
Champion, Sarah.
*Coffin, Jane A.
Jones, Emma.
Martin, Isabella.
*Matthews, Fanny.
Meech, Floretta.
Neale, Emily M.
*Smith, Sophia E.
Stone, Kezia A.
Webb, Clara.

Stockwell.

(British and Foreign School Society's).

Students of the Second Year.

FIRST DIVISION.

*Allcorn, Lucy.
*Bucknell, Lucy.
**Clarke, Mary J.
**Eastman, Sarah.
**Floyd, Emily.
**Furnish, Jane.
*Highmore, Jemima
*Hudson, Eliza A.
**Jannaway, Mary A.
*Mills, Martha M.
*Rhodes, Hannah M.
**Simmons, Amy.
**Sindall, Fanny.
*Solloway, Louisa.
*Streeter, Harriet.
*Taylor, Albina.

SECOND DIVISION.

*Blackman, Elizabeth.
*Bubb, Selina.
*Burns, Martha D.
*Dyer, Sarah A.
*Elliott, Fanny.
Fleming, Jane E.
*Hatcher, Annie.
*Hutson, Elizabeth.
*Mackenzie, Mary H.
Milward, Mary. (D.)
**Mcrgan, Catherine A.
**Nicholls, Susannah.
**Plumb, Martha.
*Roberts, Eliza P.
**Salisbury, Ellen I.
Salter, Mary E.
*Singleton, Alice M.
*Singleton, Kate.
*Wass, Ada.
**Welman, Rebecca.

THIRD DIVISION.

*Bratton, Martha.
*Brinkworth, Helen E.
Cooler, Rose H.
*Davies, Elizabeth.
*Dean, Annie P.
*Garrod, Elizabeth.
*Hampton, Caroline.
*Roberts, Mary J.
Simister, Sarah. (D.)
*White, Fanny.

Students of the First Year.

FIRST DIVISION.

*Fleming, Emily K.
*Rix, Mary G.
*Whitehead, Elizabeth.

SECOND DIVISION.

*Allen, Jane.
*Allen, Jane G.
*Brown, Mary A.
**Calder, Jane.
**Cookson, Isabella.
*Farnsworth, Sarah.
*Ferguson, Marion.
*Mather, Annie M.
**Middlemiss, Jean.
*Moody, Eliza.
**Roseman, Jessie.
*Sample, Thomasina.
*Sanders, Elizabeth.
*Shirley, Ellen.
*Williams, Jane.

THIRD DIVISION.

*Bickle, Sarah J.
*Bruce, Elizabeth.
*Chiswell, Angelina.
*Comley, Edith.
*Cope, Mary S.
*Cottingham, Jane.
*Davison, Annie.
*Dawson, Mary J.
*Gay, Sarah E.
*Gibson, Jane.
*Groves, Emily.
*Hope, Margaret.
*Huxley, Caroline J.
*Jones, Mary A.
*Joy, Alice.
**Morgan, Alice J.
*Owens, Ann E.
*Reay, Sarah B.
*Southey, Ellen.
*Spink, Anne.
*Stone, Emily.
*Talbot, Emma.
*Taylor, Ellen.
Thompson, Eliza.
*Tomalin, Emily.
*Townend, Phœbe E.
*Townsend, Fanny.
*Turvill, Sarah.
*Wood, Hannah P.
*Wrigley, Elizabeth.

Truro.

(Exeter Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Barter, Elizabeth S.

SECOND DIVISION.

*Bovey, Ellen.
*Dwelley, Fanny W.
*Hosking, Mary A.
*Osborne, Rebecca.
*Popplestone, Mary.

THIRD DIVISION.

*Clatworthy, Elizabeth A.
*Knight, Mary A.
*Newcombe, Maria.
*Peen, Tabitha.
*Smith, Catharine.
*Squire, Charlotte E.

Students of the First Year.

SECOND DIVISION.

*Moses, Margaret.

THIRD DIVISION.

Amor, Ellen S.
*Babbage, Louisa.
*Duncan, Mary A.
*Edwards, Mary
*Goodhind Sarah.
*Holloway, Elizabeth P.
Lees, Mary A.
*Lowry, Rebecca.
*Marshall, Elizabeth E.
*Martin, Eliza A.
*Stentiford, Maria G.
Thomas, Anne.

FOURTH DIVISION.

*Tozer, Annie.
Wadling, Ann E.

Warrington.

(Chester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

Abberley, Agnes C.
*Barton, Margaret A.
*Cheetham, Charlotte.
*Coventry, Elizabeth L.
Davies, Elizabeth.
*Grundy, Alice A.
Grundy, Eliza.
*Hancock, Mary.
*Hill, Jane.
*Johnson, Eliza.
Kinrade, Emily.
*Kinsey, Mary E.
Lamb, Sarah.
*Lowe, Margaret E.
*Roberts, Elizabeth.
*Sharrock, Elizabeth.
Sherwood, Elizabeth.
**Stansfield, Frances E.
**Thistlethwaite, Jane.
*Topping, Mary A.
*Webster, Marian E.
*Westnot, Eleanor.
*Wilkinson, Lucinda.

SECOND DIVISION.

*Aughe, Elizabeth.
*Booth, Amelia.
Clayton, Elizabeth.
**Cook, Mary.
**Cooper, Annie.
Davies, Mary J.
Ferguson, A. Isabella.

Foster Anne.
Getley, Hannah.
**Greenhalgh, Mary.
Greaty, Elizabeth.
*Hartley, Elizabeth.
Hattersley, Jane.
*Haworth, Mary.
Jones, Ann.
*Jones, Annie.
*Ridyard, Betsy.
*Russell, Betsy.
*Snape, Elizabeth.
*Swainson, Isabella.
Wood, Margaret.

THIRD DIVISION.
*Gray, Mary E.

Students of the First Year.

FIRST DIVISION.
Clarke, Hannah.
**Sheen, Ann.
Worrall, Harriet.

SECOND DIVISION.
*Beardsworth, Alice.
*Black, Emily J.
*Booth, Mary A.
Carruthers, Mary A.
Craig, Anna M.
*Cross, Hannah E.
**Cubbin, Frances.
*Denton, Elizabeth.
*Hoggarth, Elizabeth.
Holmes, Mary E.
Mercer, Margaret.
Orton, Mary A.
**Parry, Fanny.
*Simons, Ellen M.
*Skelhorne, Margaret.
**Strype, Selina M.

THIRD DIVISION.
Bailey, Ann.
*Baxter, Selina.
Bentley, Mary.
Birtles, Ellen.
Clucas, Isabella.
Colebura, Mary.
*Cowle, Margaret.
Dewhurst, Jane.
Edwards, Alice.
Gill, Isabella.
Grice, Mary Alice.
Grimmett, Jane.
Heald, Mary.
Henshall, Maria.
Howarth, Anne E.
Hughes, Marianne.
**Jackson, Mary.
Mowbray, Clara.
*Mowbray, Elizabeth.
Openshaw, Mary A.
Penny, Julia.
Ponsonby, Elizabeth A.
**Russell, Isabella.
Scott, Matilda L.
Swann, Frances M.
Tinker, Annie.
Turner, Margaret.
Watson, Margaret E.
Williams, Jane.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST DIVISION.
*Davies, Mary Ann B.
*Gelder, Sarah.
**Johnstone, Anne Lloyd.
*Nuttall, Anne.
*Orme, Martha.
*Swale, Margaret.

SECOND DIVISION.
Clarke, Mary Anne.
*Coombes, Mary M.
*Fagan, Mary H.
*Featherstone, Lydia.
*Godsill, Elizabeth.
*Johnson, Rebecca.
*Jones, Jane.
*Pollard, Emma J.
*Rowse, Maria.
*Skevington, Annie W.
Sugden, Mary Ann.
*Swain, Mary.
*Walter, Anne.

THIRD DIVISION.
Cassie, Annie.
*Fawkes, Sarah.
*Hacking, Ellen E.
*Hetherington, Mary W.
*McNeal, Hannah.
*Shrowder, Anne.
*Wedlock, Elizabeth.

Students of the First Year.

FIRST DIVISION.
*Judson, Jane.
**Oakes, Annie A.

SECOND DIVISION.
*Barrett, Rebecca.
**Fletcher, Sophia.
*Hunter, Elizabeth.

THIRD DIVISION.
Adams, Mary A.
Beech, Eliza.
Bithray, Rebecca.
Bourne, Mary.
*Chadwick, Dinah.
**Dinning, Sarah E.
Fearfield, Mary.
*Gatley, Harriett.
Guppey, Adrienne.
*Hancox, Jane.
*Head, Matilda.
*Knowles, Susan M.
*Lane, Eliza.
**Leather, Mary E.
*Mansford, Elizabeth.
*Nuttall, Anne.
*Pipes, Jane.
*Raban, Eliza F.
*Roe, Mary.
Royle, Martha.
*Sheppard, Martha.
*Sidebottom, Lavinia.
*Skelton, Anne.
*Taylor, Sarah A.
*West, Mary C.
*White, Susan.

Whitelands.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.
*Bower, Louisa.
*Brissenden, Harriet.
*Bushell, Julia M.
*Caldwell, Maria G.
*Coles, Jane.
**Cooper, Augusta.
*Crossland, Martha.
*Davis, Matilda.
*Doley, Mary.
*Dudeney, Mary A.
*East, Catherine.
**Egerton, Alice.
*Fells, Julia S.
*Hackwell, Elizabeth H.
**Hardy, Mary A.
*Hayes, Mary E.
Hobbs, Anne.
*May, Mary A.
*Missen, Agnes A.
*Moysey, Sarah J.
*Mustart, Maria.
*Potter, Mary E.
*Powers, Mary A.
*Pullee, Mary.
*Roberts, Elizabeth.
*Sharples, Jane.
*Shaw, Mary.
*Starnes, Susan.
*Taberer, Emma.
Vowles, Mary A.
*Ward, Susanna A.
*Willcox, Caroline.
*Wood, Kate.
*Woodhams, Rosaline.
Woodifield, Caroline L.

SECOND DIVISION.
*Ambrose, Emily W.
**Ann, Mary E.
*Archer, Emily.
*Barker, Clara.
**Brown, Elizabeth.
*Butler, Mary A.
*Dunn, Sarah A.
*Garnham, Sarah.
Grisson, Anne E.
Hadwen, Ellen.
*Hume, Elizabeth.
**Kay, Martha H.
*New, Edith B.
*Partridge, Emma.
Pitman, Ann.
Spalding, Frances E.
Wise, Fanny.

THIRD DIVISION.
Babidge, Eliza.
Millard, Fanny.

Students of the First Year.

FIRST DIVISION.
**Armstrong, Emily.
Davey, Martha A.
*Fleming, Margaret L.
Holley, Elizabeth.
*Lucas, Ellen J.
*Prodgger, Martha
*Sears, Sarah.
*Sheldrake, Mary A.
*Taylor, Sarah.
*Tubb, Emily.

SECOND DIVISION.
*Baker, Emma.
*Baston, Sarah.
**Blandford, Maria.
*Brown, Jane H.
Budden, Mary.
**Bulleid, Martha D.
*Clarke, Eliza
*Cox, Eliza.
Dodd, Mary A.
*Emerson, Hesther M.
*Fawcett, Emma.
*Finch, Caroline L.
*Gates, Harriet.
*Henstock, Harriet.
*High, Sarah H.
*James, Elizabeth
**Ketteley, Sarah A.

*Knight, Elizabeth F.
*Morrison, Martha S.
**Phillimore, Louisa.
*Smith, Margaret J.
*Sykes, Agnes H.
*White, Susan.

THIRD DIVISION.

Alderdice, Fanny M.
*Biddulph, Lucy.
*Brown, Julia M. A.
*Chappell, Mary A.
*Cooper, Catherine.
*Gould, Jane.
*Harris, Rosa C.
*Heaton, Mercy.
Hebdon, Elizabeth A.
*Kiddell, Kate.
*Lawrence, Mary.
*Le Cras, Mary J.
*Mountford, Ann.
*Norwood, Ellen.
*Pointon, Jane.
*Pollard, Mary J.
*Styant, Mary A. F.
*Taylor, Fanny.
*Tunstall, Emily.
*Wedding, Sarah.
*Woodhead, Elizabeth.

SCOTLAND.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

*Bruce, Marianne.
*Dan, Grace G.
*Dick, Catherine.
*Hart, Cathérine S.
Hay, Christina M. (D.)
*Johnston, Margaret.
*Mackinlay, Jane.
*Ross, Isabella.
*Scott, Marion.
*Smith, Elizabeth T.
*Tait, Margaret M.
**Thomson, Anne.

SECOND DIVISION.

Addison, Elizabeth.
Bentley, Elizabeth
*Fernie, Catherine.
Ferrier, Helen.
*Forbes, Jane A.
Fox, Elizabeth M.
*Fraser, Margaret B.
*Graham, Mary.
**Hodge, Jane.
*Inglis, Mary.
*Kelly, Elizabeth J.
*Kennedy, Jane.
Robertson, Mary.
*Smith, Elizabeth.
Stephen, Isabella.
Wilson, Elizabeth.

Students of the First Year.

FIRST DIVISION.

*Aikin, Jane L.
*Scott, Margaret.
Simpson, Jane.

SECOND DIVISION.

**Alcorne, Alice N.
*Alves, Jane Ann.
*Anderson, Agnes Jane.
Liddell, Mary.
*Lindsay, Mary.
Peebles, Elizabeth.
*Ponton, Janet.
*Pryde, Mary.
*Thomson, Mary S.
Wellwood, Agnes.
Wilson, Rachel.
Young, Isabella.

THIRD DIVISION.

Binnie, Agnes
Brander, Anne F.
*Brown, Isabella.
Charlton, Margaret J.
*Duncan, Helen.
England, Mary.
Millar, Susan W.
Pitcaithly, Jane.
Somerville, Jessie L.
Strachan, Ada Phillis.
Thomson, Jane.
Webster, Isabella L.
Young, Elizabeth.

FOURTH DIVISION.

**Blackwood, Jane.
Farish, Catherine.
Wilson, Barbara.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

*Archibald, Margaret.
*Bayley, Elizabeth.
*Brown, Mary.
**Dickson, Mary S.
**Hope, Elizabeth.
*Leitch, Christina.
*McKensie, Mary.
*McMillan, Flora A.
**Ness, Mary.
*Shanks, Maria.
**Shepherd, Anne.
*Young, Janet.

SECOND DIVISION.

**Bannerman, Christina.
*Braidwood, Margaret.
*Clapham, Sarah A.
*Colville, Catherine.
*Crear, Helen.
Isles, Mary A.
**Johnson, Jane.
**McPherson, Sarah.
**Mathewson, Janet R.
*Menzies, Margaret N.
**Millar, Jane (D.)
*Milne, Margaret.
*Mitchell, Jessie.
*Pearson, Henrietta A.
*Ramsay, Eliza A.
*Rigby, Jane.
**Robertson, Fanny.
*Sarrison, Arabella.
**Sparks, Isabella.
Stirton, Catherine D.
*Wilson, Helen A.
*Wood, Margaret C.

THIRD DIVISION.

Nicholson, Janet.

Students of the First Year.

FIRST DIVISION.

*Bain, Margaret G.
*Copland, Christiana S.
**Chrichton, Grace.
**McLaren, Lilias.
**Robertson, Margaret.

SECOND DIVISION.

*Barty, Janet.
**Dawson, Sybiens.
*Diack, Mary Ann.
*Dunlop, Catherine.
*Fowler, Eliza.
*Hannay, Jessie.
*Lamb, Isabella.
**Low, Margaret.
McDonald, Margaret.
Robb, Ann O.
Robertson, Jessie L.
*Stewart, Jane W.
*Warden, Grace.
*White, Margaret.

THIRD DIVISION.

*Donaldson, Jane M.
Gloyne, Johan C.
*Gow, Jane G.
**Gray, Martha J.
**Hall, Isabella.
Kesson, Mary D.
Laing, Margaret.
**Menzies, Marion.
Monteith, Susan P.
Nicholls, Ruth.
Sutherland, Joan M.
**Wright, Isabella P.

FOURTH DIVISION.

Milne, Margaret E.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

*Ogilvie, Margaret.
**Wilkie, Margaret.
*Wyllie, Margaret.

SECOND DIVISION.

*Anderson, Jessie.
*Brown, Mary.
*Cameron, Agnes.
*Cleland, Grace
*Duff, Catherine.
*Hunter, Jessie.
*Jamieson, Mary M.
*Jeffrey, Margaret Y.
King, Isabella.
*MacLeod, Henrietta.
*McColl, Maggie.
McNicol, Jane.
*McOwan, Caroline G.
*Patrick, Isabella.
*Seamens, Margaret.
*Smith, Mary I.
*Thomson, Catherine J.

THIRD DIVISION.

Baird, Mary.
Bisset, Jacobina.
Cairney, Rosanna.

*Denholm, Mary.
Dick, Sarah.
Maclaren, Margaret.
Macouochie, Harriet B.
*McFadyen, Mary.
*McNaughton, Agnes.
Thomson, Mary.

Students of the First Year.

FIRST DIVISION.

*Gibb, Jane,
Wilson, Mary C,

SECOND DIVISION.

*Bell, Mary F.
*Boyd, Annie.
*Carnegie, Mary.
*Clarke, Lilias.
Dunlop, Margaret.
*Fairlie, Jessie.
*Gemmill, Agnes H.
*Stalker, Betsy.
*Stevenson, Ellen.
*Wilson, Margaret.

THIRD DIVISION.

*Barclay, Agnes.
*Brown, Elizabeth J.
*Craig, Jane.
Drummond, Jane.
Gibb, Christina.
*King, Jane.
*Lawson, Elizabeth.
*Lawson, Mary.
McLaren, Jeanie.
*Patterson, Margaret,
*Pattison, Margaret.

FOURTH DIVISION.

*Williamson, Marion A.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

*Barton, Margaret.
*Bishop, Margaret.
*Hannington, Mary.
*Marshall, Jane.
**Moffat, Ann.
**Moore, Jessie.
*Mowat, Cecilia.
**Shaw, Maria.
*Taylor, Isabella.

SECOND DIVISION.

*Barclay, Annie E.
*Bremner, Jacobina M.
*Campbell, Louisa.
*Hughes, Mary.
Jarvie, Sophia A.
*Locke, Annabella.
McInnes, Margaret.
*McKichan, Anne.
McNiven, Catherine J.
*Miller, Jessie.
*Walters, Emily M.
**Weir, Christina.

THIRD DIVISION.

*Gardner, Mary.
*McCallum, Margaret.
Spink, Eleanor.
*Sutcliffe, Annie.

Students of the First Year.

FIRST DIVISION.

*Gibbon, Arabella.
**Hay, Isabella G.

SECOND DIVISION.

Bonar, Marion.
*Clark, Maggie.
*Crawford, Elizabeth.
*Edwards, Arabella.
McKenzie, Elizabeth.
*McPherson, Isabella.
McWilliam, Jane.
*Smith, Marion N.
Torrance, Grace.
Wilson, Mary.

THIRD DIVISION.

*Aitken, Ann G.
Cairns, Christina.
Campbell, Maggie.
*Gray, Margaret F.
Ker, Eliza J.
Laird, Marion A.
*Laird, Mary.
Lang, Agnes G.
Letters, Jane.
McIntyre, Jessie.
McLelland, Eliza A.
Moffat, Barbara.
*Simpole, Mary.
*Simpson, Jessie.

FOURTH DIVISION.

Dodds, Jane.
*Ecklin, Isabella.
Murdock, Jane.

SUMMARY

OF

RESULTS of EXAMINATION of Students in Normal Schools, at Christmas, 1864.

ENGLAND AND WALES.

MALES.

NORMAL SCHOOL	FIRST YEAR						SECOND YEAR					
	Number presented for examination	1st Division	2nd Division	3rd Division	4th Division	Failed	Number presented for Examination	1st Division	2nd Division	3rd Division	4th Division	Failed
Bangor	16	1	3	10	1	1	9	1	5	1	2	0
Battersea	41	8	29	4	0	0	36	6	20	10	0	0
Borough Road	50	4	15	28	3	0	45	4	17	17	5	2
Carmarthen	21	0	4	15	2	0	28	2	2	13	5	6
Carnarvon	18	0	5	9	4	0	11	0	2	4	4	1
Chelsea	54	12	30	11	0	1	49	4	18	22	2	3
Cheltenham	36	6	14	14	1	1	50	5	20	20	3	2
Chester	12	0	9	3	0	0	19	2	10	6	1	0
Chichester	5	0	2	2	0	1	19	0	8	7	3	1
Culham	14	0	3	9	2	0	33	0	9	16	3	5
Durham	18	1	11	6	0	0	18	2	3	10	3	0
Exeter	23	1	9	2	1	0	18	2	5	9	1	1
Hammersmith	12	0	4	18	0	0	21	4	5	7	2	3
Highbury	28	9	12	7	0	0	38	8	11	17	2	0
Peterborough	23	3	6	14	0	0	21	2	6	7	4	2
Saltley	41	5	12	19	3	2	32	2	10	15	4	1
Westminster	33	0	13	19	1	0	33	5	17	6	5	0
Winchester	8	1	5	1	1	0	25	2	6	13	3	1
York	25	2	12	8	2	1	22	1	9	10	2	0
Total	478	53	198	199	21	7	527	52	183	210	54	28

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop's Stortford	32	1	14	16	1	0	24	10	13	1	None.	None.
Brighton	26	5	7	11	3	0	19	4	12	3		
Bristol	41	2	8	30	1	0	37	6	23	8		
Cheltenham	33	3	12	16	2	0	26	8	14	4		
Derby	21	4	7	9	1	0	20	1	15	4		
Durham	18	1	3	11	1	2	25	8	11	6		
Home and Colonial	75	28	33	13	1	0	63	33	30	0		
Lincoln	22	2	7	11	1	1	17	14	3	0		
Liverpool	30	3	1	24	2	0	37	15	15	7		
Norwich	19	2	7	10	0	0	21	6	14	1		
Ripon	29	1	6	18	2	2	31	5	16	10		
Salisbury	34	8	14	12	0	0	30	14	16	0		
Stockwell	50	3	15	30	0	2	46	10	20	10		
Truro	17	0	1	12	2	2	12	1	5	6		
Warrington	50	3	16	29	0	2	45	23	21	1		
Westminster	31	2	3	26	0	0	26	6	13	7		
Whitelands	54	10	23	21	0	0	54	35	17	2		
Total	582	78	177	299	17	11	533	205	258	70	0	0

SCOTLAND.

MALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Episcopal Church).	4	0	4	0	0	0	13	5	5	3	0	0
Edinburgh (Church of Scotland)	37	10	13	8	0	6	29	11	9	7	0	2
Edinburgh (Free Church).....	33	7	16	7	0	1	30	11	19	8	1	0
Glasgow (Church of Scotland)..	25	4	21	0	0	0	23	9	10	4	0	0
Glasgow (Free Church).....	40	3	18	13	3	3	27	7	13	7	0	0
Total..	139	24	74	28	3	10	131	43	56	29	1	2

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland).....	31	3	12	13	3	0	28	12	16	0	0	0
Edinburgh (Free Church).....	32	5	14	12	1	0	35	12	22	1	0	0
Glasgow (Church of Scotland).....	25	2	10	11	1	1	30	3	17	10	0	0
Glasgow (Free Church).....	31	2	10	14	3	2	25	0	12	4	0	0
Total..	119	12	46	50	8	3	118	26	67	15	0	0

III. TEACHERS IN ELEMENTARY SCHOOLS.

SCHOOLMASTERS.

CHURCH OF ENGLAND.

SECOND DIVISION.

Allison, Henry	Birkenhead, St. Anne's N. S.
Bassett, Edward	Crockham (Edenbridge, Kent) N. S.
Denley, James D.	Puttenham (Guildford) N. S.
Fill, Thomas	Herne Bay (Canterbury) N. S.
Gerrard, Joseph. (D)	Edge Hill (Liverpool) St. Mary's S.

THIRD DIVISION.

Allton, George	Bowers, Gifford and Pitsea (Essex) N. S.
Austin, Jessie H.	Shoreswood (Norham, Berwick-on-Tweed) N. S.
Bearder, George. (D)	Bierley (Bradford, Yorks.) N. S.
Bradley, Robert	Pleck Gate (Blackburn) St. John's N. S.
*Brown, Charles	Chelsea, St. Luke's Parochial S.
Campbell, William	Brighton, St. John's S.
Chilvers, John W.	Tilney (King's Lynn) All Saints Mixed N. S.
Christian, James	Farnley (Leeds) Iron Works S.
Edwards, Thomas	Greetham (Oakham) C. E. S.
Goodwin, Charles	Cropwell Butler (Bingham) S.
*Hall, John	Birkenhead, St. John's S.
*Jackson, Thomas	Middleton Tyas (Richmond, Yorks.) C. E. S.
Jones, Morgan D.	Sarn (Newtown, Montgomery) N. S.
Mannering, Albert G.	Sandhurst (Staplehurst, Kent) C. E. S.
Martin, Anthony G.	Bratton Fleming (Barnstaple) S.
Mills, Samuel	Bardsley (Ashton-under-Lyne) N. S.
Millward, Aaran	Quinton (Birmingham) N. S.
Newey, William	Wormbridge (Hereford) N. S.
*Partington, Tom	Bromley, St. Michael's and All Angels N. S.
Powell, William	Pentrebach (Merthyr Tydfil) Plymouth Iron Works N. S.
Reeve, Henry W.	Old Sodbury (Chippenham) N. S.
*Robinson, William H. W.	Denmark Hill (Camberwell) St. Matthew's S.
Steel, William G.	Scaleby (Carlisle) N. S.
Thomas, James	Weaver (Western Point, Runcorn) S.
*Webster, William	Carnarvon Model S.
*Wilkinson, William	Riddlesden (Keighley) S.
Woodman, Henry	Dowlais (Merthyr Tydfil) S.
*Workman, Frederick	Westoning (Woburn, Beds.) N. S.

FOURTH DIVISION.

Bacon, Joseph	South Creake (Fakenham, Norfolk) N. S.
Bamkin, William H.	Hubberston (Milford Haven) N. S.
Barraclough, Luke	Holme (Burton, Kendal) N. S.
Boucher, John C.	Stratton Audley (Bicester) S.
Halle, Roland	Bull's Cross (Enfield) N. S.
*Henwood, George	Plymouth, Holy Trinity S.
Holmes, William	Hoylake, Holy Trinity S.
Hunt, Henry	Rawtenstall N. S.
Johnson, Mark	Loder's (Bridport) N. S.
Jupp, Charles	Codsall (Wolverhampton) N. S.
Lord, John. (D)	Marylebone, Trinity N. S.
Poynter, Philmer	Marshfield (Chippenham) N. S.
Richards, David	Pen-y-darran (Merthyr Tydfil) C. E. S.
Roberts, David	Llancynfelin (Aberystwith) S.
Roe, William H.	East Parley (Wimborne, Dorset) S.
Sizsmith, William	Kirkby (Prescot) S.
Warrington, Christopher B.	Stickford, Boston S.

BRITISH AND WESLEYAN.

Third Division.

*Edwards, William	Dowlais, B.S.
Gunnell, Frederick	Braintree Public S.
*Hart, Edwin James	Wigston Magna (Leicester) B.S.
*Hughes, Edward	Cardigan, B.S.
Jones, Edward	Manchester, Peter-street New Jerusalem S.
Kellet, John	Manchester, Peter-street, New Jerusalem S.
Lynam, Josiah J.	Birmingham Unitarian Domestic Mission S.
Lewry, William	Ware, B.S.
Mortimer, George	Longton (Staffs) Wes. S.

Fourth Division.

*Roberts, John W.	Llanergan (Pwllheli) B.S.
Wade, Joseph	Bethnal Green, Abbey-street S.

ROMAN CAHTOLIC.

Third Division.

Conroy, John	Manchester St. Alban's
Dullea, Dennis	Glasgow (Greendyke-street) St. Andrew's.

NAVAL SCHOOLMASTERS.

Third Division.

Ebbels, Adam	H.M.S. "Wellington."
Griffiths, Lewis	H.M.S. "Britannia."
*Venn, William	H.M.S. "Impreguable."

CHURCH OF SCOTLAND.

First Division.

Barnhill, James	Paisley, Neilson Educational Institution.

Second Division.

Cameron, James B.	Grangemouth, Subscription S.
Fraser, Daniel	Tarbat (Tain, Rosshire), Parochial S.

Third Division.

Bain, George S.	Gartsherrie (Coatbridge) St. James's S.
Brown, Bland G.	Comrie (Perthshire) Parochial S.
Center, Alexander	Longside (Mintlaw) Parochial S.
Crawford, John	Crosshands (Manchline) Rural S.
*Davidson, George	Wells of Ythan (Forgue, near Huntly) S.
*Dewar, Daniel	Glasgow, Highland Society's S.
Dey, John	Durness (Durine, Lairg) S.
Fergusson, William	Auchinheath (Leamahagow) Subscription S.
*Frame, James	Braidwood, Carluke (Subscription S.
Fraser, Richard	Dalserf (Carluke) Subscription S.
Gauld, William	Inverury, Parochial S.
*Hunter, William	Techmuiry (Fraserburgh) Parochial S.
*McDonald, Colin	Kilchoman (Islay, Bridgend) G. A. S.
McInnes, John	Ledaig (Bonau, Argyll) S.
Reid, James	Cushnie (by Alford, Aberdeen) Parochial S.
Taylor, Robert W.	Riccarton (Kilmarnock) Parochial S.
*Wilson, James	Cairney (Huntly) Parochial S.

Fourth Division.

Couper, John	Greenhill (Shotts, Holytown) Colliery S
Hamilton, James	Milton (St. Ninian's, Stirling) S.
Logan, Donald	Melvich (Thurso) G. A. S.

SCOTCH FREE CHURCH.

Second Division.

Malcolm, Richard	Dundee, Chapelshade, F. C. S.

Third Division.

Fleck, Thomas	Glasgow, East Hill-street, Free St. John's S.
Runciman, Robert	Dumfermline, Free Abbey S.

SCHOOLMISTRESSES.

CHURCH OF ENGLAND.

Second Division.

Adams, Martha	St, Ives (Cornwall) St. John's N.S.
*Bennett, Mary A.	Dalton in Furness, St. Mary's Church S.
Fentam, Julia M.	Acton (Middlesex) Infant S.
*Gamble, Harriett S.	London Charterhouse St. Thomas's S.
Judd, Ann E	Muddington (Notts) N.S.
Purday, Amy	Langham (Holt, Norfolk) Infant S.
Stevens, Harriet	Greenwich, Trinity Girls S.
Upton, Annie	Gwersyllt (Wrexham) Infant S.
Warburton, Elizabeth	Hulme, Manchester, St. John the Baptist's S.
Wedding, Eliza M.	Wantage, Infant N.S.
Williams, Ellen	Moulton (Northwich) N.S.

Third Division.

Abbott, Jeannette	Reading, St Mary's S.
Adamthwaite, Sarah	Spenny Moor (Ferry Hill) S.
Baker, Mary A.	Southwell (Notts) Trinity Church Infant S.
Beer, Eliza	Hammersmith, St. John's S.
Berry, Sarah	Hulme (Manchester) St. Michael's S.
Carter, Jane	Barham (Canterbury) N.S.
Caulton, Catherine	Islington, Chapel of Ease S.
Coningsby, Mary A.	London, Kilburn, St. Paul's Infant S.
Deakin, Agnes A	Farnham, Royal (Slough) N. S.
Dowding, Mary A.	Ware N.S.
Dyson, Ann	Whitley (Dewsbury) St. Michael's Lower N.S.
Flather, Rosa	Kington Langley (Chippenham) S.
Graham, Mary	Barnsley, St. Mary's Infant S.
Groom, Sarah	Wavertree (Liverpool) St. Mary's Girls S.
Hallums, Mary	Temple Newsam (Halton, Leeds) N.S.
Harris, Hannah	Bishop's Cleeve (Cheltenham) S.
Holland, Harriet	Ravenhead (St. Helen's) British Plate Glass Co.'s S.
Hope, Ann Maria	Preston Gubball's (Shrewsbury) N.S.
Hopwood, Priscilla	Barrowby (Grantham) C.E. Mixed S.
Irving, Mary	Holdenfold, St. James's N.S.
Jones, Margaret	Preston, St. Peter's N.S.
Kemp, Elizabeth A	Biscovey (Par Station) N.S.
Knowles, Anna G.	Stapleford (Wilton, Wiltshire) S.
Marsh, Elizabeth	King's Lynn, St. Margaret's Infant S.
Noakes, Catherine	Plumstead, Central S.
Olson, Margaretta	Bayswater N S.
*Owen, Mary E.	Bardsley (Ashton-under-Lyne) Infant S.
Pincott, Eliza	Ashton-under-Lyne, St. Peter's N. S.
Read, Mary E.	Frome Selwood Girls N.S.
Ridley, Sarah A.	Cottingham (Hull) Infant S.
Sergeant, Betsey	Southport, St. Paul's N.S.
Shrimpton, Letitia	Dowlais (Merthyr-Tydvil) S.
Tayler, Anne	St. Helen's, Moreflat Girls S.
Upperton, Fanny A	Thanet (Margate) St. Peter's Infant S.

FOURTH DIVISION.

Andrews, Kezia	Maridon (Totness, Devon) N.S.
Armstrong, Sarah A	Collyhurst (Manchester) St. Oswald's S.
Carr, Emma	Greatham (Stockton-on-Tees) N.S.
Cavell, Eliza C	Chadlington (Enstone, Oxfordshire) Infant S.
Cope, Emma	Netherhampton (Salisbury) S.
Good, Louisa	Fovant (Salisbury) S.
Hall, Alice	Dukinfield, St. Mark's Infant S.
Hughes, Elizabeth C	Elmdon (Saffron Walden) N.S.
Nash, Elizabeth	Gulval (Penzance) Infant S.
Reed, Harriet I	Westminster, St. Luke's, Berwick-street Infant S.
Wright, Emma	St. Alban's, St. Peter's Church S.

BRITISH AND WESLEYAN.

THIRD DIVISION.

Dolin, Margaret	Woburn (Beds.) B. I. S.
Finlay, Mary A.	Treboth (Swansea) S.
Joel, Rebecca	Bell Lane, Spitalfields Jews' S.
Littlehales, Anne	Shrewsbury B. I. S.
Martin, Mary	London, Riding House Street, Portland B. S.

FOURTH DIVISION.

Rees, Harriett	Swansea, St. Thomas's B. I. S.

ROMAN CATHOLIC.

FIRST DIVISION.

McGarvie, Matilda	Smethwick (Birmingham) St. Philip's.

SECOND DIVISION.

Burns, Catherine	Bacup, St. Mary's.
Johnstone, Jane	Glasgow, St. Mungo's.
*Morgan, Margaret	Glasgow (Calton) St. Mary's.

THIRD DIVISION.

Bradley, Sarah	Appleton, St. Bede's Infant.
Byrne, Ellen	St. Helen's, Greenbank Infant.
O'Donnell, Catherine	Birmingham, St. Peter's.
O'Reilly, Mary J.	Glasgow (North Woodside Road) St. Joseph's Infant.
Taylor, Frances	West Hartlepool (Durham) St. Joseph's

CHURCH OF SCOTLAND.

THIRD DIVISION.

Brock, Mary	Edinburgh, Davie Street, Lancasterian S.
McDonell, Helen	Aberdeen Female Orphan Asylum.
Scotland, Hannah M.	Newhaven Parochial S.

FOURTH DIVISION.

Gairdner, Margaret	Caprington Female S.
Lewins, Eliza	Aberdeen, Dr. Bell's S.

EPISCOPAL CHURCH OF SCOTLAND.

THIRD DIVISION.

Allardyce, Catherine	New Pitsligo (Mintlaw) St. John's S.
*Black, Marion	Whitborn, Countess Galloway's Industrial S.
Moir, Eliza	Peterhead St. Peter's S.

XAMINATION IN DRAWING, HELD AT NORMAL SCHOOLS IN NOVEMBER, 1864.

---

mentary List of Certificates and Prizes.

'o have passed the Examination for Teachers' Certificates.

DRAWING CERTIFICATES.

.....	Totteridge (Herts) N. S.
...	Saltley Reformatory S., Small Heath, Birmingham.
..	Liverpool.
	Glasgow, David-street, St. John's S.
	Osbournby, Folkingham (Lincoln) C. of E. S.
	Stockton-on-Tees, Gt. Stainton N. S.
	'ldbury (near Birmingham) N. S.

ZES.

formatory S., Small Heath, Birmingham.

·id-street, St John's S.
'kingham (Lincoln) C. of E. S.

. Examination for Teachers' Certificates.

PRIZES.

.....	Saltley.
... .	Home and Colonial.
.v.....	Edinburgh F. C.
.uel	Glasgow C. of S.
, Richard.....	Saltley.
.old, Emily F.	Stockwell.

DECEMBER, 1865.

Syllabus for Male Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 11th of December, 1865.

Syllabus of Subjects on which Students in Normal Schools will be examined.

Acting Teachers attending the same examination may, at their option, take the papers of the first or second Year. In the former they will find plain and simple questions specially noted for them, with directions that they need attempt nothing further.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

SCALE OF MARKS.

	First Year.		Second Year		
	‡		‡	Acting Teachers	Students
	Fourth Division - 300		Fourth Division	300	350
	Third „ - 350		Third „ -	350	425
	Second „ - 525		Second „ -	525	600
	First „ - 675		First „ -	675	750
	Good †	Failure	Good †	Failure	
Religious Knowledge { The Bible - - - -	60 } 100	*	60 } 100	*	
Religious Knowledge { Liturgy and Church History	40 }	0	40 }	0	
Arithmetic (and Algebra in 2nd Year) - - -	90	*	90	*	
Grammar - } - - - - - - - -	40	0	40	0	
Composition } - - - - - - - -	60	*	60	*	
School Management - - - - - - -	60	*	60	*	
Reading - - - - - - - -	80	*	80	*	
Spelling - - - - - - - - -	0	*	0	*	
Penmanship - - - - - - - -	60	*	60	*	
Report on Class Teaching (*in the case of Students*) -	—§	—§	100	*	
History - - - - - - - - -	50	0	50	0	
Geography - - - - - - - -	50	0	50	0	
Geometry - - - - - - - -	60	0	60	0	
Economy - - - - - - - - -	50	0	50	0	
Music - - - - - - - - -	50	0	50	0	
Drawing - - - - - - - - -	50	0	50	0	

‡ The minimum Number of Marks required. Candidates (whether Students or acting Teachers) who are placed by examination in the *fourth division*, receive their first certificates in the *lower grade* of the fourth class, and are not recognized for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination or good service.—Article 131 of the Revised Code.

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

§ *Students* seeking to pass under Article 99 must teach before the Inspector; and, *in the case of such students*, the minimum number of marks for each division is the same as for the second year.

First Year.

THE HOLY SCRIPTURES.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The History, Chronology, and Geography of the Bible.
2. More particularly (*December* 1865) the text of St. Luke's Gospel, c. XIII. to end.

*The Catechism and Liturgy.**

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The text.
2. The scriptural authorities.

Reading, and Repetition from Memory.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 lines of poetry, some of which he will be called upon to repeat.

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* The examination in the Liturgy is limited to the Morning and Evening Services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

Penmanship.†

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination papers.

Arithmetic.

1. To work sums both mentally and on paper.
2. To prove the rules.
3. To form the figures well, and arrange them accurately.

School Management. ‡

1. To answer questions on the expedients of instruction in reading, spelling, writing, and other elementary subjects.
2. To draw up time tables for use in a school under given circumstances.
3. To answer questions on the form of, mode of keeping, and making Returns from, School Registers. (*Students* of the first year's, who are proceeding to a second year's, residence, may omit *this part* of the paper.)

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† Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

‡ Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

Grammar and Composition.

1. The elements of grammar, including questions on Latin Accidence.
2. To parse a passage from the 1st Book of Wordsworth's "*Excursion*," *or* from Heber's "*Palestine*" (*December* 1865).§
3. To convert a passage from the Book selected (1865) into the order of prose, and to paraphrase parts of it.
4. To write plain prose upon a given subject.

Geography.

1. To be able to describe‖ and ¶ draw the map of the four quarters of the globe, and the map of each country in Europe (that of Great Britain in fuller detail.)
2. To answer questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1865, *Australia.*

History.

The outlines of the History of England.

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

Euclid.

The first two books, with simple deductions from the propositions.

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§ A passage from each author will be given; *either* (not both) may be taken by the candidate. The work selected should be carefully read through in short portions, *in illustration of the English Grammar used.*

‖ The term "describe" is confined to *words*, as distinguished from *drawing*.

¶ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

Economy.

Elementary questions in sanitary, and other practical science of common application, and in political economy. The 4th Book in the Reading Series of the Christian Knowledge Society, and in that of the Irish Commissioners, contain matter on which these questions will be founded. Similar matter may be found in other Reading Lessons published for Schools.

*Vocal Music.**

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.
2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *normal schools* under inspection come time in November, and at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

Any *two* (but not more) of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Delineation of large letters, numbers, diagrams, and other objects on the Black Board.

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* This *paper* is not given to any candidate who does not produce a certificate signed by the principal of the normal school *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

Second Year. †

The Holy Scriptures.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The Acts of the Apostles.
2. The Epistle to the Hebrews (*December* 1865).

Church Liturgy and History.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

In England, *The Book of Common Prayer: its history, language, and contents.*

In Scotland, *The Shorter Catechism*, as in the first year, but with additional questions having especial reference to proofs, and with no value for papers marked below *Fair*.

Reading and Repetition from Memory.

Candidates will be expected to shew improvement in the higher qualities of Reading, such as expression, modulation of voice, and the correct delivery of long, or involved, sentences. Each *student* must have learned at least 300 lines of poetry, or 200 lines of prose, in addition to what he has learned in the first year, and will be called upon to repeat some part.

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† In the course of this year, *Students* have to teach a class in the presence of the Inspector. Minutes 1854–5, p. 64; 1855–6, p. 46.

Penmanship.

(As in First Year, but defects more severely visited with loss of marks. See note † in page 121.)

Arithmetic.

1. As in First Year, but defects in method and neatness more severely visited with loss of marks.
2. Questions which involve the solution of simple and quadratic equations.

*School Management.**

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making Returns from, School Registers.
3. Questions of moral discipline.

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* Passages taken from the Reading Lesson-books commonly used in Schools will be given in the papers on all subjects which admit of it, and the candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

*Grammar and Composition.***

1. To paraphrase (*December* 1865) a passage from *Milton's "Paradise Lost," (Book VII.), or from Shakespeare's "Julius Cæsar."*†
2. To analyse the same passage.‡
3. To answer questions on the style and subject-matter of the work chosen for paraphrase and analysis.
4. To write plain prose upon a given subject.

Geography.

1. Physical,
2. Political, } of the British Empire.
3. Commercial,
4. Elementary propositions in Geography, which depend upon Astronomy for explanation.§

** *Instead of* (1) *and* (2), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin prose (Cæsar) into English prose. 2. Parsing and syntax of the same passage. 3. The translation of short English sentences into Latin prose. *Instead of* (3), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin verse (Virgil) into English prose. 2. Parsing and syntax of the same passage.

† A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ This subject may be studied in "The Analysis of Sentences explained and simplified," Longman, London; or in many of the recently published grammars.

§ This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy, in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals, and most of the Text Books of Geography contain a chapter upon the same subject.

History.

Questions such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.) The paper will be divided into six sections, each section containing not less than five questions. The sections will include (1) the death of Henry III., (2) Battle of Bosworth, (3) death of Queen Elizabeth, (4) 1660, (5) 1789, (6) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to master *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

Euclid.

Books i.—iv., with simple deductions from the propositions.

Economy.

(As in First Year, but no value for papers marked below *Fair.*)

Vocal Music.‖

(As in First Year, but no value for papers marked below Fair.)

Drawing.

(See First Year; but candidates may work any, or all, of the five exercises named, *for which they have not been already registered as successful.)*

‖ This *paper* will not be given to any candidate who does not produce a certificate signed by the principal *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

DECEMBER, 1865.

Syllabus for Female Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 11th of December, 1865.

Syllabus of Subjects on which Students in Normal Schools will be examined.

Acting Teachers attending the same examination may, at their option, take the papers of the first or second Year. In the former they will find plain and simple questions specially noted for them, with directions that they need attempt nothing further. Teachers of Infants will find questions specially bearing on the Teaching of Infants.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

SCALE OF MARKS.

	First Year.		Second Year		
	‡		‡	Acting Teachers	Students
	Fourth Division - 300		Fourth Division	300	350
	Third „ - 350		Third „ -	350	425
	Second „ - 525		Second „ -	525	600
	First „ - 675		First „ -	675	750
	Good †	Failure	Good †	Failure	
Religious Knowledge { The Bible -	80 } 120	*	80 } 120	*	
Religious Knowledge { Liturgy -	40 }	0	40 }	0	
Arithmetic	90	*	90	*	
Grammar } Composition }	40	0	40	0	
	50	*	50	*	
School Management	60	*	60	*	
Reading	80	*	80	*	
Spelling	0	*	0	*	
Penmanship	60	*	60	*	
Report on Class Teaching (*in the case of Students*)	—§	—§	100	*	
History	40	0	40	0	
Geography	40	0	40	0	
Sewing and Cutting out	80	0	80	0	
Domestic Economy	60	0	60	0	
Music	40	0	40	0	
Drawing	40	0	40	0	

‡ The minimum Number of Marks required. Candidates (whether Students or acting Teachers) who are placed by examination in the *fourth division*, receive their first certificates in the *lower grade* of the fourth class, and are not recognized for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination or good service.—Article 131 of the Revised Code.

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

§ *Students* seeking to pass under Article 99 must teach before the Inspector; and, *in the case of such students*, the minimum number of marks for each division is the same as for the second year.

The Holy Scriptures.

First Year.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. Outlines of Old Testament History to the Death of David.
2. One gospel :—*St. Matthew* for 1865.
3. The Acts of the Apostles to the end of chap. xii.

Second Year.

1. Outlines of Old Testament history from the death of David, and the chief prophecies relating to our Lord.
2. The Gospel appointed for the first year.
3. The Acts of the Apostles.
4. The Epistle to the Hebrews, and one of the shorter Epistles (*for* 1865 *Philippians*).

Catechism and Liturgy.*

First Year.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the Examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The Catechism with Scriptural illustrations. The answers to be prepared in the form of lessons to girls between 10 and 13 years old.
2. The order and contents of the Daily Service.

* For the Presbyterian colleges of Scotland, the questions are confined to the Shorter Catechism.

Second Year.

1. The Catechism as in the first year.
2. The history and contents of the Prayer-book. †

PENMANSHIP.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination Papers.

Second Year.

(As in First Year; but defects more severely visited with loss of marks.)

Note.—Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

GRAMMAR AND COMPOSITION.

First Year.

1. Parsing and Analysis of simple sentences.
2. An explanation in clear and simple language of a passage from Cowper or Goldsmith.

The examples for these exercises will be taken in 1865 from the *first* book of *Cowper's Task*, or from *Goldsmith's Traveller and Deserted Village (together)*. Either author, not both, may be selected by candidates.

3. To write plain prose upon a given subject.

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† In the Presbyterian colleges of Scotland, instead of this part of the paper, a section of additional questions will be given on the Shorter Catechism, having especial reference to its proofs, and no value will be allowed for the exercise if marked below *Fair*.

Second Year.

1. Parsing and analysis of sentences.
2. An explanation in clear and simple language of a passage from Wordsworth or Milton.

The examples for these exercises will be taken in 1865 from the *second* book of *Paradise Lost* and from the *first* book of *Wordsworth's Excursion.* Either author, not both, may be selected by candidates.

3. To write plain prose upon a given subject.

READING, AND REPETITION FROM MEMORY.

First Year.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 200 lines of poetry, some of which she will be called upon to repeat.

Second Year.

Candidates will be expected to show improvement in the higher qualities of Reading, such as expression, modulation of voice, and the correct delivery of long, or involved, sentences. Each *student* must have learned at least 200 lines of poetry, in addition to what she has learned in the first year, and will be called upon to repeat some part.

SCHOOL MANAGEMENT.*

First Year.

1. The methods and principles of elementary teaching.
2. Notes of Lessons.

* Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

3. To answer questions on the form of, mode of keeping, and making Returns from, School Registers. (*Students* of the first year's, who are proceeding to a second year's, residence, may omit *this part* of the paper.)

4. Special subjects for candidates who, coming from, or being about to take, Infant Schools, desire to obtain special certificates as Teachers of Infants:—

a. Method of Teaching Infants, and of conducting an Infant School.

b. Notes of Object Lessons;—such as common domestic processes; functions of the human body; common plants, animals, and minerals—their appearance and use.

Second Year.

1. To teach a class in the presence of the inspector.
2. To answer questions in writing on the following subjects:—

a. The different methods of organizing an elementary school.

b. The form of, the mode of keeping, and of making returns from, school registers.

3. Questions of moral discipline.

Note.—Only a per-centage of the marks for these exercises will be given in the case of those students (of the second year) who do not present a certificate, signed by the mistress of the practising school or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the Normal School, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

English History.†

First Year.

Elementary facts and general outline to the accession of the Tudors.

Second Year.

Elementary facts and general outline from the accession of the Tudors to the present time.

The papers will contain questions on the history of Scotland.

† No questions will be set except such as can be answered from text books in common use.

GEOGRAPHY.†

First Year.

1. Elementary knowledge of the shape, size, and motions of the Earth, and of the distribution of land and water upon its surface.
2. The physical and political geography of Great Britain and Ireland.
3. Map drawing, confined to this subject.

Second Year.

1. The British Empire and its dependencies.
2. The physical and political geography of Europe.
3. Map drawing, confined to these subjects.

DOMESTIC ECONOMY.

First Year.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

Second Year.

1. Duties of Servants.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

One paper will be set for both years.

Note.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

† No questions will be asked except such as can be answered from Text Books in common use.

Sewing and Cutting out.

The exercises in needlework will be the same for both years, and will include cutting out.

Arithmetic.

First Year.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Simple proportion.
4. Vulgar Fractions.
5. Decimal Fractions.

The figures must be well formed and accurately arranged.

Second Year.

1. As in First Year, but defects in method and neatness more severely visited with loss of marks.
2. Simple Interest.

Vocal Music.

First Year.

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.
2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Second Year.

(As in First Year, but no value for papers marked below *Fair.*)

Note.—This *paper* is not given to any candidate who does not produce a certificate, signed by the principal, that she "*has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.*" Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

DRAWING.

First Year.

Any *two* (but not more) of the following exercises, for which the Candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Delineation of large letters, numbers, diagrams and other objects on the Black Board.

Second Year.

(See First Year; but candidates may work any, or all, of the five exercises named, *for which they have not been already registered as successful.*)

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations *in drawing only* are held at each of the *Normal Schools* under inspection some time in November, and at the various *local drawing schools* in connection with the Department of Science and Art at times to be learned from the masters of these schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

Papers given to Candidates in the Examination for Science and Navigation Certificates, held at South Kensington, Dublin, and Edinburgh, November 1864.

Except where otherwise specified, three hours were allowed for each paper.

GROUP I.—GEOMETRICAL DRAWING.

Subject I.—Practical Plane and Solid Geometry.

Examiner, Professor Bradley.

PLANE GEOMETRY.—1st Paper.

The constructions must be accurate, all lines required in them must remain on the paper, and any explanation in words added if necessary to make the principles employed distinct. No calculation or solutions by trial are permitted.

The candidate may use a "set square" or a protractor, to draw lines at right angles; and a triangle and plain ruler to draw parallels, without making constructions for either purpose.

No candidate to answer more than five questions from this paper.

1. Construct an irregular figure ABC . . . HA of eight sides from one of the following conditions: (10.)

At a point 0 within it the sides subtend these angles.				Length of the lines from 0 to the angles.	
BOC—60°	180°	FOG—42°·5	180°	AO—2 ins.	OE—2·1 ins.
COD—36		GOH—42 ·5		BO—2·27 „	OF—2·27 „
DOE—19		HOA—35		CO—1·6 „	OG—2·58 „
EOF—65		AOB—60		DO—2·68 „	OH—2·27 „

Lengths of the sides and diagonals of a polygon of eight sides,—

AB—2·27 ins.	EF—2·36	AC—3·93 ins.	FH—3·55
BC—2·27 „	FG—1·75	BD—3·66 „	FA—3·93
CD—1·55 „	GH—1·75	CE—2· „	
DE—0·95 „	HA—1·35	CF—3·93 „	

The candidate is to measure, and write down on his figure the magnitudes of the following lines and angles in either case. Lines AD, CG, DH.—Angles BHF, BCF, CFH.

2. Draw two lines containing an angle of 25°, and three circles touching them both, the smallest with a radius of ·75 inches; the middle circle touching the other two. (7.)
3. Draw two circles of 1 and 2 inches radii touching each other, and a third of ·75 inches radius to touch both. (7.)
4. Six radii meet in a point 0, and contain equal angles set off from 0 along them in succession 1; 1·2; 1·4; 1·6; 1·8; 2 inches. Join these points, forming an irregular six sided figure: in any three of the triangles thus formed inscribe a circle. (8.)

5. Construct a triangle equal to this six sided figure having its base in the longest side. (6.)
6. Construct an equilateral triangle equal to the same figure. (5.)
7. Construct a regular pentagon of 1·5 inches side. (6.)
8. In a regular pentagon of 1·5 inches side inscribe a square (one side being parallel to one of the pentagon, and the other two angles in two others of its sides). (8.)

PLANE GEOMETRY.—2ND PAPER.

The constructions must be accurate, all lines required in them must remain on the paper, and any explanation in words added, if necessary, to make the principles employed distinct. No calculation or solutions by trial are permitted.

The candidate may use a "set square" or a protractor, to draw lines at right angles, and a triangle and plain ruler to draw parallels, without making constructions for either purpose.

No candidate to answer more than five questions from this paper.

1. Three lines A, B, C, are 2; 2·4; 2·8 inches long, determine a fourth line D so that A·C=B·D; draw these two rectangles having one corner and one side in the same straight line, and add the construction necessary to show the equality of their areas. (8.)
2. Divide a line 3·75 inches long into two segments so that the rectangle contained by them may be 3 inches area. (8.)
3. Construct a triangle, its sides being 2; 2·4; 2·8 inches: bisect it by a line parallel to the longest side, and by another perpendicular to its shortest. Add the construction by which the two triangles cut off by the bisecting lines may be shown to be equal. (10.)
4. Inscribe a square in the same triangle (on a separate figure). (9.)
5. Construct a triangle from any two of the following conditions,—
   I. Its perimeter 7·2 inches, its altitude 2·35 inches, and its vertical angle 44°. (8.)
   II. Its sides as 5 : 6 : 7; its inscribed circle ·65 inches radius. (7.)
   III. Its sides as 5 : 6 : 7; its area 4 inches. (8.)
   IV. Its base 2 inches, its vertical angle 44°, and the ratio of the two sides as 6 : 7. (7.)
6. Draw the curve described by the end of a string unwound from a circle of 1 inch radius. (10.)
7. Construct a scale of chains and links of $\frac{1}{66}$ and the corresponding scale of furlongs and poles. (A chain is ·1 of a furlong). (7.)
8. Divide a line 1 inch long into 63 equal parts, by diagonal division. (7.)

SOLID GEOMETRY.—1ST PAPER.

The constructions must be accurate, all lines required in them must remain on the paper, and any explanation in words added, if necessary, to make the principles employed distinct. No calculation or solutions by trial are permitted.

The candidate may use a "set square" or a protractor, to draw lines at right angles, and a triangle and plain ruler to draw parallels, without making constructions for either purpose.

No candidate to answer more than five questions from this paper.

1. Draw the plan of two lines AB, BC, each 3 inches long and at right angles, when the three points A, B, C, are 1; 2; 3·5 inches above the paper; complete the plan of the square of which these two lines are the sides, and state the height of the fourth corner D above the paper. (12.)
2. If the two lines AB, BC, contained an angle of 60° instead of a right angle, the points being at the same heights as before above the paper; what would be the inclination of the plane containing them? (12.)
3. The plane of a regular hexagon of 2 inches side is inclined at 50° to the paper, two adjoining corners are 1; 1·5 inches above it; draw the plan and add an elevation on a plane parallel to that diameter which has the greatest inclination. (12.)
4. Complete (in a separate figure) the plan of the cube of which the square of question 1 is a face. (9.)
5. A prism 4 inches long has for its base a regular pentagon of 2 inches side. Show this solid in plan and elevation from either of these conditions,—
   a. Its edges horizontal and one face inclined at 36°. (10.)
   b. The line from one corner to the centre of the opposite end being either vertical or horizontal. (13.)
   c. When the plane containing the edge and the line last-mentioned is inclined at 70°. (13.)
6. If this prism were cut by a plane containing one side of the base and inclined to the parallel edges at 40°, what would be the form of the section? (5.)
7. A square prism 4 inches long and 2 inches side stands on one end and on the upper rests an octagonal pyramid 3 inches high, the side of the octagon being 1 inch. Supposing the planes of the two solids indefinitely extended till they intersect, show them by a plan and an elevation on a plane not parallel to any face of the prism. (12.)
8. Draw the development of the surface of the pyramid with the lines of the intersection on it. (9.)

SOLID GEOMETRY.—2ND PAPER.

The constructions must be accurate, all lines required in them must remain on the paper, and any explanation in words added, if necessary, to make the principles employed distinct. No calculation or solutions by trial are permitted.

The candidate may use a "set square" or a protractor, to draw lines at right angles, and a triangle and plain ruler to draw parallels, without making constructions for either purpose.

No candidate to answer more than five questions from this paper.

1. The centre of a sphere of 1·5 inches radius is 2 inches above the paper. Four points A, B, C, D, are on its surface at 1; 1·75; 2·25; and 3·3 inches above the paper. A and D lie in a vertical plane through the centre of the sphere, while B and C are in a similar plane perpendicular to the former. Determine the plans of these points. (9.)
2. Determine the radius of the circle in which a plane containing the points A, B, and C, would cut the sphere, also the distance of

ts; all he draws must be neat and accurate, and comply with the

No detail, not necessary to the action, need be shown, but what is given

must be workmanlike. Scale at pleasure, provided the figures are distinct.

Only three drawings to be made and two questions answered in writing and illustrated by sketches, from this paper.

1. Draw some arrangement for changing continuous circular motion (as a drum driven by a strap) into alternating right line motion, the velocity in one direction being different from that in the other. (10.)
2. Draw some arrangement for reversing circular motion, that of the driver being continuous. (10.)
3. Draw the governor formed of a heavy ring (or annulus) revolving round a diameter, and show how it acts on a throttle valve. (10.)
4. Show the principle of the excentric chuck for turning ovals. (10.)
5. Draw the end of a crank-rod with its connexion with the crank, the pin of the crank being 3 inches diameter. Scale ½. (10.)
6. How is circular motion gradually increased or retarded in velocity in machinery? (6.)
7. State what are the geometrical curves used for the outline of teeth in racks and wheels. Could any curves be used? (4.)
8. How is motion produced in machinery in any other direction than that of a straight line or circle? (4.)
9. By what contrivance in mechanism is a varying force made to produce a constant velocity? (4.)

MECHANICAL AND MACHINE DRAWING.—3RD PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

The drawings made of the following subjects may be left in pencil. No detail, not necessary to the action, need be shown, but what is given must be workmanlike. Scale at pleasure, provided the figures are distinct.

Only four drawings and three illustrative sketches to be made from this paper.

1. Draw a few links of three different kinds of endless chains that are used in machinery. (10.)
2. Draw about four turns of a square threaded screw, 3 inches diameter,—
   1. If single threaded, pitch ·8 inch. (6.)
   2. If double threaded. (6.)
3. Draw, both in plan and elevation, a fuzee for a watch. Scale at least six times the real size. (10.)
4. Draw a bevil pinion of 6 leaves to work a wheel of 3 feet radius. Only 3 or 4 teeth of the wheel need be shown. (10.)
5. Give an outline of a train to produce motion on one centre of the hour, minute, and second hands of a clock. No mainspring, fuzee, &c. need be shown. (14.)
6. Give an outline of the geometrical principle of three different parallel motions. (9.)
7. Give an outline of the principle of a rotary or disc engine, such as Beale's or Bishop's. (12.)
8. Give an outline of the principle of three different escapements for clocks or chronometers. (14.)

9. State why, in making metal castings, all re-entering angles must be rounded off while salient angles may be sharp in edge. (3.)
10. Explain shortly and illustrate by sketches, if necessary, the following terms:—
    Frame; puppet; head-stock. (2.)
    Axle; arbor; journal. (2.)
    Excentric; cam; ratchet. (2.)
    Crown wheel; spur wheel; sun and planet wheel. (2.)
    Ruff; feather; key. (2.)
    Throw; lap and lead; stroke. (2.)

Subject III.—Building Construction.

BUILDING CONSTRUCTION.

This paper, with the following directions, was sent to the candidates to be worked by them at home; 6 days were allowed for it.

Directions for Drawings worked at Candidates' Homes.

Fill up carefully the slip attached to the drawing paper sent to you.

Write the number of the questions which you attempt above the solutions.

The number of questions you are permitted to attempt in each section is specified on the paper.

If you require more paper than the sheet sent to you you are at liberty to use it, but your number only (*not your name*) *must be written on it.*

On your drawings you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be addressed—

To the "Secretary," or the "Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on

N.B.—They need not be prepaid.

The sectional parts of all drawings made by any candidate are to be tinted to express the different materials, but he must use his own judgment as regards tinting or shading the elevations; in other respects, the conditions as to scale and subjects must be complied with. The candidate is not restricted as to the number of drawings.

Incompleted outlines to scale of a market-house, &c. for a small town are given with this paper. The candidate is to make one, at least, of the following drawings of this building.

Drawing 1.

The plans and elevations of the south and east fronts completed, showing all the windows, gates, piers, &c. Scale $\frac{1}{120}$. (10.)

Drawing 2.

Three sections on the lines A B, C D, E F, the parts beyond being shown in elevation, completed, as stated in 1. Scale $\frac{1}{120}$. (12.)

Drawing 3.

The plan and elevations of the north and west fronts, completed in the same manner. Scale $\frac{1}{120}$. (10.)

No candidate to draw both 1. and 3.

Drawing 4.

Six figures to a scale, not less than $\frac{1}{30}$, of the iron work, timber flooring, roof, sashes, gates, ventilator, staircase, air-drain, cellars, &c., &c. (8.)

Drawing 5.

A design for a carriage entrance to a park, to consist of folding wrought-iron gates, 12 feet high and 15 feet wide, handsomely but not floridly ornamented; two side gates for foot passengers, the piers to be of stone, with arches over the gates. In one of the main piers a room for a porter with a bed-room over, the chimneys to be assimilated with the architecture of the design. The gates to be made to fold back into recesses, leaving the passage-ways clear. Scale $\frac{1}{30}$. (9.)

Drawing 6.

A building is required to occupy the centre of a square in a seaport town. It is to serve the following purposes: The ground story to be octagonal; on four sides, externally, stone seats in recesses; on one side, between these, a drinking fountain, with stone troughs below for horses and dogs; on another intermediate side a barometer and thermometer in a recess glazed over; a door and window in the two remaining sides; the inside room to be a telegraph office, &c.; a small ladder stairs leading up to a clock tower, and above this a glass lanthorn for a light to be seen at sea; the whole crowned with a staff and semaphore for warning vessels of approaching foul weather. Show this design by plans of the three stories, elevation and sections; the building to be of stone; the lanthorn of iron. The candidate need not show the lenses or lamps. (14.)

The certificate assigned will depend more on the workmanlike finish of the drawings than on their number.

BUILDING CONSTRUCTION.—2ND PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

Only three drawings or sketches and two questions to be answered in writing from this paper. The scale, when not directed, may be at pleasure.

1. Give a design for an ornamental chimney shaft of three flues for a cottage. Scale about $\frac{1}{24}$. (10.)
2. Give a design in elevation and horizontal section of a square-headed window in a wall 2 feet 3 inches thick, the window about 7 feet wide and 10 feet high, divided by 3 stone mullions and 1 transome; the sash-frames to be iron, the sashes opening with hinges. Scale $\frac{1}{16}$. (8.)
3. Show how you would hold down the ends of the chains of a suspension bridge at the abutments,—
   1. If the ground is solid rock, or (6.)
   2. If the ground is loose earth. (6.)
4. Show how you would underpin and shore up a heavy lofty wall in order to rebuild the foundations. (8.)

5. Draw the framing of a square turret ending in a small octagonal spire about 10 feet high for a stable clock. Scale $\frac{1}{16}$. (16.)
6. Draw one principal for the roof of a church of 60 feet span, pitch 45° open timbers, not ceiled. Scale $\frac{1}{144}$. (12.)
7. Explain briefly the distinction between mortar, cement, grout, concrete, and putty for brick arches. (7.)
8. State the different kinds of stone used in building, from what countries they come, and to what purposes applied. (7.)
9. Why are beech, ash, elm, not often used in building? (4.)
10. Define briefly the following terms used in building: Reveal, groin, bond, trimmer, templet, newel. Illustrate by sketches at pleasure.

BUILDING CONSTRUCTION.—3RD PAPER.

Worked at South Kensington, Dublin, and Edinburgh.

Only three drawings or sketches and two questions to be answered in writing from this paper. The scale, when not directed, may be at pleasure.

1. Draw the plan and section of a blast furnace for smelting iron, and state on them the different materials of the structure. Scale $\frac{1}{60}$. (10.)
2. Draw the plan and section of a forcing pit, 30 feet by 15 feet, for plants, with a flue and a brick tank for tan, the lights to turn on hinges, a descent of two steps in the door to the floor, the pit to be 5 feet 6 inches from floor, to light in front, brick open pavement, and sufficient drains for carrying off the water. (10.)
3. A foot bridge, 35 feet long, is to be constructed across a street to join two warehouses on opposite sides. Give a design. Scale $\frac{1}{50}$. (9.)
4. Give a vertical section of the front wall of a large house in a street, four clear stories above ground, and a basement floor, showing the floors, sashes, arches, gutters, &c., &c. Scale $\frac{1}{24}$. (10.)
5. Draw in plan and horizontal section a pair of strong wooden gates, 12 feet high, to close an entrance 15 feet wide, a wicket in one flap to allow one person to enter at a time; a loop hole with strong iron grating in the other, the flaps to run on rollers on an iron quadrant let into a granite curb flush with the pavement, the gates to be secured with strong cross bars. Show the hinges as well as the lock, &c. Scale $\frac{1}{24}$. (16.)
6. Draw in plan and section a stout wooden stall-board 12 feet long, fit for a butcher, fishmonger, or greengrocer, in a market house. (10.)
7. In a substantial building, which would you prefer? Continuous wall plates for the girders, or joists of the floors to rest on, or templets? and should these be of wood or stone? (14.)
8. State some plan for effectually ventilating the ward of a hospital without admitting cold air directly from without. (6.)
9. What is the least fall a large drain should have to carry off sewerage? (4.)
10. In old houses the floor joists were all framed or mortised into the beam or girder, and not notched down upon it. Was this done only to diminish the depth of the floor? (5.)
11. If an inclined passage is to be arched with brick, how should you do it? Suppose the slope of the springing to be $\frac{1}{4}$ or $\frac{1}{8}$. (5.)

GROUP II.—MECHANICAL PHYSICS.

Subject I.—Theoretical Mechanics.

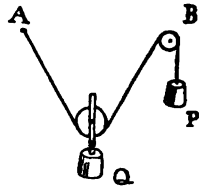
Examiner, Rev. Professor Cowie, B.D., F.A.S.

THEORETICAL MECHANICS.—1st Paper.

You are not to answer more than eight questions. You may take them from any part of the paper. The number of marks assigned to a correct answer is given between brackets thus. ( )

1. Find the resultant of two forces acting in given directions on a rigid body at given points. (12.)
2. How is the result of the previous question modified, when the two given forces act in parallel lines? (12.)
3. Define centre of gravity. Find that of three unequal spheres touching each other, considering them as forming one body. (12.)
4. What is the advantage (1) of a *fixed* pulley, (2) of a *moveable* pulley? (12.)
5. What is meant by *stable* and *unstable* equilibrium?

   In the case given in the figure, A is a fixed point and the pulley B is fixed, and P keeps Q at rest. Find the relation of P to Q, and show that the equilibrium is stable. (16.)



6. Give the laws of motion. What is *accelerating* force? Show that the velocity acquired in a given space from rest is as the square root of the space. (16.)
7. A body is dropped from a height of 100 feet. When it meets the ground, its elasticity being $\frac{3}{4}$, it rebounds and falls again, and so on. How long will the motion last altogether? (16.)
8. If I whirl a stone of 4 lbs. round my hand in a vertical plane by a string 3 feet long, what is the greatest velocity I can give to the stone without breaking the string? (The string can just support a weight of 9 lbs. hanging vertically.) (16.)
9. Define *centre of gyration, centre of oscillation.* What property of the centre of oscillation is made use of in Captain Kater's pendulum experiments? (16.)
10. Mention the chief properties of the Catenary, or the curve in which a flexible chain will hang freely when suspended between two points. (16.)
11. What is the law of virtual velocity? Deduce from it that P will balance Q on a straight lever if these weights are inversely as their distances from the fulcrum. (16.)
12. A string is stretched between two points; if made to vibrate, what relation is there between the tension of the string and the number of vibrations in a second? By what mechanical means can the number of vibrations corresponding to a given musical note be counted? (16.)

THEORETICAL MECHANICS.—2ND PAPER.

You are not to answer more than eight questions. You may take them from any part of the paper. The number of marks assigned to a correct answer is given between brackets thus ( ).

1. What is the fundamental law of fluid pressure? How would you show it to be true? Describe an experiment. (12.)
2. Shew from first principles that the surface of a fluid at rest, acted on by gravity, must be horizontal. (12.)
3. Find the pressure at any depth in a vessel containing a liquid. (12.)
4. A cylinder standing vertically is full of fluid, find the whole internal pressure. (12.)
5. Find the whole pressure on the lower half of the vertical sides of the cylinder described in question 4. (12).
6. A cone floats in a fluid with half its axis immersed and vertex downwards, the axis vertical: what additional weight must be placed on the cone to make it sink so as to be wholly immersed? (16.)
7. What is meant by capillary attraction? Give instances of it. (12.)
8. Show that the pressure of an elastic fluid is inversely proportional to the space which it occupies. (12.)
9. What is the relation between pressure and density of an elastic fluid when the temperature is taken into account? How does this affect the calculation of the velocity of sound in air from theory? (16.)
10. What is the *Vena contracta?* How do you find the velocity with which a fluid would flow through a small orifice in the side of the vessel containing it? (16.)
11. What is meant by "undulation?" Explain by a diagram the "interference of waves." (16.)
12. What are the chief results of the experiments made to determine the resistance of fluids to bodies moving through them? (16.)

Subject II.—APPLIED MECHANICS.

APPLIED MECHANICS.—1ST PAPER.

You are not to answer more than eight questions. You may select them from any part of the paper. The marks assigned to a correct answer to any question are given between brackets thus. ( )

1. What is meant by the "duty" of a steam engine? (12.)
2. How are *elasticity* and *tenacity* estimated? (12.)
3. What would be the form of an iron beam equally strong at every point when supported at its extremities? (16.)
4. Describe the *odontograph*, and show how it is used. (16.)
5. What is the principle on which compound iron girders are now constructed? (12.)
6. Explain the mechanism of a planing machine. (16.)
7. How is the toggle joint used in the power-loom. (16.)
8. Explain the construction of the steam indicator. How can the pressure of the steam *throughout* the stroke be recorded? (12.)
9. A pinion has to drive a rack. Sketch different ways of doing this and show the advantages of each. (16.)

10. When a machine is driven by an elastic belt passing over a drum on the main shaft, what is the best form of the drum, and why? (12.)
11. Explain how a boat is moved forward by means of a single paddle oar used at the stern. (16.)
12. State the chief general results that have been obtained from experiments on the friction of surfaces. (12.)

APPLIED MECHANICS.—2ND PAPER.

You are not to answer more than eight questions. You may select them from any part of the paper. The marks assigned to a correct answer to any question are given between brackets thus— ( ).

1. Explain the action of the fire engine. (12.)
2. How is the syphon employed in practice? Give a clear account of its action. (16.)
3. How does the screw propeller move the ship forward? (12.)
4. Describe the common methods of admitting steam alternately to the upper and under sides of the piston. (12.)
5. By what mechanism can you make a common clock show the days of the month, and the age of the moon? (16.)
6. What are the requisites of a good balance for scientific purposes? How are they respectively secured? (16.)
7. Explain the construction of the hand mowing machine for lawns. (12.)
8. Describe the construction of an air-pump of the best kind. (12.)
9. Sketch a hydraulic ram, and explain the uses of the different parts. (16.)
10. How can you use a hydrometer to find the specific gravity of a solid substance? (12.)
11. Explain the principle of the centrifugal pump, and show the various modes in which it is applied. (16.)
12. Sketch the steam hammer, and show how its motions are controlled. (16.)

GROUP III.—EXPERIMENTAL PHYSICS.

Subject I.—ACOUSTICS, LIGHT, AND HEAT.

Examiner, Professor TYNDALL, F.R.S.

ACOUSTICS, LIGHT, AND HEAT.

Nine questions only to be taken. The value of the questions is equal.

1. The windows of Erith church were all pushed *inwards* by the recent explosion of a powder magazine; those behind, as well as those facing the spot where the explosion occurred. Explain this.
2. Describe and explain the the Eolian harp.
3. A person standing on the platform of a railway station sounds a musical note of a certain definite pitch. Will that note be of the same pitch to a passenger rapidly approaching the station in

an express train? Will it be the same after the train has rushed past the station? If not, how is the note affected by the train's motion?

4. An upright iron railing has its shadow cast on the pavement by two different lamps; the shadows cross each other, being darkest at their places of intersection: why? At a distance of 12 yards from the one lamp, and of 7½ yards from the other, the separate shadows of the rails are equally dark: what are the relative intensities of the two lights?
5. Prove that the image of an object formed by a concave mirror between the principal focus and the surface of the mirror must be diminished and inverted.
6. Does a sportsman on a river's bank appear in his natural size and proportions to a fish swimming in the river? If not, how is his appearance affected?
7. State the particulars in which the phenomena of light are similar to those of sound, and also the particulars in which they differ.
8. State the particulars in which the phenomena of radiant heat are similar to those of light, and also the particulars in which they differ.
9. Describe and explain the camera ordinarily exployed by photographers.
10. Give an instance in which imparting heat to a body causes it to contract. Define what is meant by the coefficient of expansion; state the coefficient of expansion of air, and the difference, if any, between it and the coefficients of other gasses.
11. What is the meaning of the following two phrases:—"specific heat at constant pressure" and "specific heat at constant volume" Are both specific heats the same? If not, why do they differ?
12. From what height must a block of ice fall, so that the quantity of heat generated by its collision with the earth shall be just competent to melt it?
13. Ten pounds of ice at a temperature of 20° Fahr. are heated, melted, and finally converted into vapour. To perform this a certain amount of heat is necessary; how many pounds of water would this heat raise from 50° to 100° Fahr. in temperature?
    (NOTE.—The specific heat of ice is 0·5).
14. Describe the Davy lamp, and explain its action.
15. Describe in detail how a solar spectrum may be obtained, and also the manner in which the heat of the spectrum is distributed.

Subject II.—MAGNETISM AND ELECTRICITY.

Examiner, Professor TYNDALL, F.R.S.

MAGNETISM AND ELECTRICITY.

Nine questions only to be taken. The value of the questions is equal.

1. State fully and clearly what you understand by the term "magnetic polarity."
2. Describe the experiments which cause you to conclude that the molecules of a magnet are themselves magnets. Does the centre, or equator, of a bar magnet exert any action on the end of a magnetic needle brought near it. If so, what action?
3. Give a sketch of the phenomena of terrestial magnetism.
4. State some broad points of distinction between the phenomena of magnets and of electrified bodies.

5. I wish to show a class that the electricity of the rubber and that of the body rubbed, in the case of the electric machine, are of opposite qualities. How am I to do it?
6. Describe one or two experiments by which you would illustrate before your class the fundamental phenomena of electric induction.
7. The term induction is applied to certain effects of static electricity, and it is also applied to electric currents. Explain the term in both cases.
8. Describe the fundamental experiments which prove the possibility of transmitting intelligence of the action of an electric current on a magnetic needle.
9. Describe some experimental means of determining the strength and the direction of a voltaic current.
10. Currents of various strengths are sent round the same bar of soft iron; how would you determine the strength of the magnetism excited in the bar of each current.
11. Describe the electrophorus, and give the theory of its action.
12. Describe the process of electroplating, and illustrate the process by an example fully worked out.
13. Describe the electric machine, and the Leyden jar: Show, by a sketch, how you would proceed in charging the jar by the machine.
14. You are furnished with wires of two different metals and required to determine the relative conductivity of the two metals for electricity; how would you proceed?
15. Describe the batteries of Grove, Bunsen, and Daniel; and state the chemical effects which occur in each when the current circulates.

GROUP IV.—CHEMISTRY.

Subject I.—Inorganic Chemistry.

Examiner, Professor Hofmann, LL.D., F.R.S.

INORGANIC CHEMISTRY.

The figures in brackets indicate the number of marks attached to each question.

You are not permitted to answer more than six of the following questions.

1. A mixture of 1 vol. of marsh gas and 3 vols. of oxygen (measured at 100° C.) is fired by the electric spark. What is the vol. of the gases produced, at 100° C., and what is their composition? (12.)
2. Describe and represent in equations the several stages of the action of sulphurous acid upon iodic acid. (12.)
3. Give the formula of felspar when

   $K=39$; $Al=13\cdot7$; $Si=21$; and $O=8$;

   and likewise when

   $K=39$; $Al=27\cdot4$; $Si=28$; and $O=16$. (12.)
4. Describe the essential differences between a mechanical mixture and a chemical compound. (12.)
5. 100 grammes of common salt are decomposed by sulphuric acid; what is the volume (measured at 0° and 0^m76 Bar.) of the hydrochloric acid gas produced if the residue in the retort consists of NA_2SO_4;

and what if the residue consists of $NaH\,SO_4$? Equivalents to be used H=1; O=16; S=32; Na=23; Cl=35·5. (12.)

1000 cubic cent. of hydrogen at 0° C. and 0·76 Bar. weigh 0·0896 grammes.

Give such numerical details as will show the mode of calculation.

6. Describe the process of making chlorine of potassa. State how much chlorate of potassa can be obtained from 100 lbs. of carbonate of potassa, if chlorine only be used; and how much if lime and chlorine be employed. (12.)
7. Represent the action of chlorine upon ammonia by an equation. (9.)
8. Describe the two phases of the decomposition of chlorate of potassium $KClO_3$ by heat, and represent them in equations. (9.)
9. The formula of a salt is $K_4FeC_6N_6$; what is its composition in 100 parts. The following equivalents to be used K=39; Fe=56; C=12; N=14. Give such numerical details as will show the method of calculation. (9.)
10. How is sulphurous acid in solution distinguished from sulphuric acid? (9.)
11. How can oxygen be liberated from water without the use of the galvanic battery. (9.)
12. How do you recognise small quantities of chloric acid in the presence of hydrocloric acid? (9.)

PRACTICAL EXAMINATION IN ANALYSIS.

The figures in brackets indicate the number of marks attached to each analysis.

1. Qualitative analysis of complex mixtures. (28.)
2. Qualitative analysis of a mixture consisting of two acids and two bases. (20.)

State the method of examination in detail and tabulate the results of the analysis at the bottom of the page.

Substances found.

Bases.	Acids.	Traces.

Subject II.—ORGANIC CHEMISTRY.

ORGANIC CHEMISTRY.

The figures in brackets indicate the number of marks attached to each question.

You are not permitted to answer more than six of the following questions.

1. How many volumes of oxygen measured at 15° C. and 0m.70 Bar. are necessary for the complete combustion of 1 vol. of methylic ether likewise measured at 15° C. 0m.70 Bar.? State the volume and the composition of the gas produced. (18.)
2. Supposing sugar to split by fermentation into alcohol and carbonic acid gas only, how many cubic centimetres of carbonic acid gas (measured at 0° C. and 0m.76 Bar. are generated by 100 grammes of cane sugar? 1,000 cubic cent. of hydrogen at 0° C. and 0m.76 Bar. weigh 0·0896 grammes. Give such numerical details as will show the mode of calculation. (18.)
3. An organic compound has been found to contain—

Carbon	= 62·07
Hydrogen	= 10·35
Oxygen	= 27·58
	100·00

What is the formula of the compound? State moreover the substances represented by the formula. H = 1 : O = 16; C = 12 Give such numerical details as will show the mode of calculation. (16.)

4. Describe in equations the several stages of the transformation of ferrocyanide of potassium into urea, and state how much urea can be obtained from 100 grammes of anhydrous ferrocyanide of potassium. Give such numerical details as will show the mode of calculation. (16.)
5. Give the succession of processes by which benzoic acid may be converted into phenol. (16.)
6. A hydrocarbon Cm Hn is treated with concentrated nitric acid and the product thus obtained again treated with reducing agents. State the transformations of equations. (15.)
7. Describe the preparation, composition, and properties of sulphocyanide of potassium. (12.)
8. Describe the action of alcoholic potash on "Dutch liquid"; state the composition and the vapour density of the gas produced referred to hydrogen as unit. (12.)
9. What is the action of nascent hydrogen upon hydrocyanic acid? (12.)
10. State the composition of formic acid and give a process for building it up from its elements. (12.)
11. A substance has been found to have the composition $C_3H_6O_2$. This formula represents both acetate of methyl and formate of ethyl. How could the two substances be distinguished? (12.)
12. Give the composition of fulminate of silver, and state what you know of its constitution. (12.)

GROUP V.—GEOLOGY AND MINERALOGY.

Subject I.—Geology.

Examiner, Professor A. C. Ramsay, F.R.S.

GEOLOGY.—1st Paper.

1. Name the kinds of *felspar* that enter into the composition of crystalline rocks. (12.)

2. Explain the origin of *slaty cleavage.* (14.)
3. What do you suppose to be the origin of great *mountain chains?* (14.)
4. What are the *geological effects* now produced by *glaciers?* (12.)
5. State the leading phenomena by which a great degree of *cold* during the *glacial period* has been inferred. (12.)
6. By what process do you consider that *veins* (not beds) of carbonate of lime, quartz, ores of metals, &c. have been formed in rocks? (12.)
7. The *carboniferous limestone,* over large areas, is from 2,000 to 3,000 feet thick (or more). How do you suppose such a great series of limestone strata to have been formed? (12.)
8. Explain what you consider to be the best theory of *the origin of coal.* (12.)
9. Name the chief *varieties of coal,* and the chief *formations* in Europe in which coal has been extensively worked. (12.)
10. Explain why the *coal fields of Ireland* are so small compared with those of *Britain.* (12.)
11. When of *two formations* one lies *unconformably* on the other, what inferences do you draw from this with regard to the *lapse of time?* (14.)
12. Construct a column of the British *Palæozoic formations.* (12.)

Only eight questions are to be answered.

GEOLOGY.—2ND PAPER.

1. Name several genera of fossils exceedingly characteristic of the Silurian rocks. (12.)
2. In two formations belonging to the same series (Silurian for example) what connexion is there between unconformity and more or less complete change of species. (14.)
3. Name several of the principal plants of the Coal-measures. (12.)
4. The Devonian rocks of Devonshire, and the Old Red Sandstone of Scotland are said to be of the same age. What is the great characteristic difference of the two formations. (12.)
5. Name the chief genera of univalve and bivalve shells found fossil in British fresh-water formations. (12.)
6. State the range in time of the following genera:—Terebratula, Pholadomya, Nautilus, Ammonite, Belemnite, Calamite, Orthoceras, and Whale. (12.)
7. The species in the Oolitic and in the Cretaceous rocks are all different. How do you account for this total change? (12.)
8. Name three genera of bivalve shells and two genera of Cephalopeda exceedingly common in the Oolitic rocks. (12.)
9. Explain the meaning of the terms,—dip, strike, fault, lode, and stratification. (12.)
10. Name any three formations with which you are best acquainted, and several of the most characteristic fossils of each. (12.)
11. Can you show any proofs that the internal temperature of the earth has or has not affected external climate between the earliest known geological times and the present day? (14.)
12. Name several compound substances that enter most abundantly into the composition of the crust of the earth? (12.)

Only eight questions are to be answered.

Subject II.—Mineralogy.

Examiner, W. W. Smyth, M.A., F.R.S.

MINERALOGY.—1st Paper.

Note.—You are permitted to answer eight only out of the following numbered questions, for each of which ten marks is the maximum.

1. State the relation observed between the crystalline form and the optic properties of minerals.
2. Give examples of the convenience of employing *cleavage* as a test in discriminating betwen certain substances.
3. Make a freehand drawing of the most frequently occurring combinations of forms in the crystals of Galena and of Garnet.
4. Draw a rhombohedron, and show how to derive from it a scalenohedron?
5. Under what circumstances and in what places is sulphur found native?
6. Draw up a classification of the Silicates, naming one mineral as the type of each class or group.
7. Describe fully the differences between the two species of carbonate of lime.
8. Name and state the applications of the hydrous silicates of alumina which are turned to account in the arts.
9. What are twin crystals? Name and sketch two remarkable ones of common occurence.
10. State the physical character and the composition of the minerals called ruby, spinel ruby, ruby silver, and ruby copper ore.
11. Give the derivation of the names Hœmatite, Malachite, Pyroxene, Apatite, stating how far the signification tallies with the character of the minerals.
12. What metals are found naturally combined with chlorine, and what localities are in each case chiefly notable?

Note.—The following to be attempted by all candidates:—

Name the ten numbered mineral specimens placed before you, stating by what character you identify them. (20.)

MINERALOGY.—2nd Paper.

Note.—You are permitted to answer eight only out of the following numbered questions, for each of which ten marks is the maximum.

1. Explain the method most commonly employed for finding the specific gravity of solid bodies.
2. Name and mention the principal characters of some of the hydrocarbons found in coal and in lignite deposits.
3. State the leading features of the oblique or monoclinic system of crystallization, and give the names of three minerals of common occurrence in which it can be studied.
4. Describe the minerals which form the most distinct crystals in the cooling down of modern lava streams from volcanos.
5. By what minerals and in what comparative degree are magnetic phenomena exhibited?
6. Describe briefly the character of the chief minerals of baryta and strontia.

7. What are the names and per-centages of metal of the principal minerals of silver?
8. State the composition of the minerals most remarkable for their proportion of lithium.
9. Give an account of the various minerals to which as a group the name mica is applied.
10. State the physical characters and the composition of calamine, anorthite, galena, linarite, and pyrolusite.
11. Make large and clear freehand drawings of the forms of crystal exhibited by cassiterite, or oxide of tin, in England.

Note.—The following to be attempted by all candidates:—

Refer to its proper system and describe each of the ten models of crystals placed on the table, and state what mineral species each form represents.

GROUP VI.—ANIMAL PHYSIOLOGY AND ZOOLOGY.

Subject I.—Animal Physiology.

Examiner, Professor Huxley, F.R.S.

ANIMAL PHYSIOLOGY.—1st Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What is the diaphragm? Explain its structure and functions.
2. What is the structure of the lungs?
3. What is the structure of the larynx?
4. How is the voice produced, and what is the difference between voice and speech?
5. What constituents must all matters, which can be permanently used as food, contain?
6. What is the structure of the stomach, and how does it perform the function of digestion?
7. What are the villi? State by what means substances taken into these structures are conveyed to the heart.
8. Where are the kidneys situated? What structure do they present, and what are their functions?
9. If a mixed nerve be divided, what is the effect observed on irritating the cut end below the division; and what on irritating the cut end above the division?

ANIMAL PHYSIOLOGY.—2nd Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What is the retina? Where are its blind spot, and its most acutely sensitive part situated?
2. What is the tympanum? How does it communicate with the cavity of the mouth, and what does it contain?

3. What are the parts termed cochlea, membranous semicircular canals and vestibule, how are they placed in relation with the tympanum, and what are their uses?
4. Describe the corpuscles of the blood. What is termed the plasma, and what the serum of that fluid?
5. Where do valves occur in the circulatory system, and what is the use of these structures?
6. How much water, carbon (in the form of carbonic acid), and urea, does a healthy man eliminate *per diem?*
7. What is the nature of a gland? Describe (*a*) any ordinary gland, (*b*) a ductless gland.
8. What is meant by the adjustment of the eye to different distances? How is that adjustment effected?
9. Explain the principle of the stereoscope.

Subject II.—Zoology.

ZOOLOGY.—1st Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. Describe the structure of a sponge. To what division of the animal kingdom does it belong?
2. What are the *Foraminifera?*
3. How do the animals which fabricate lamp-shells (*Terebratula*) differ from the inhabitants or ordinary bivalve shells?
4. What is the structure of the *Flustra*, or sea-mat, and to what class does it belong?
5. Give two examples of the process termed the "alternation of generations."
6. *Sertularia* and *Flustra* are both commonly called "Corallines." How do they differ?
7. Describe the structure of an Actinia.
8. What sort of nervous system, heart, and breathing organs does a prawn possess, and to what class does it belong?
9. Substitute "cockroach" for prawn in the preceding question, and give the order as well as the class.

ZOOLOGY.—2nd Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What are the distinctive characters of fishes?
2. What is the lowest and simplest of fishes, and how does it differ from the rest?
3. To what class and order of fishes does the salmon belong? Give an account of the natural history of that fish.

4. To what class of vertebrata do crocodiles and alligators belong, and why? Where are they found?
5. To what orders of the class Aves do the following birds belong, and why? The snipe, the partridge, the rook, the gull, the bullfinch, the parrot.
6. To what orders of the class mammalia do the following mammals belong, and why?—the horse, the pig, the camel, the elephant, the rhinoceros, the weasel, the mouse, the shrew-mouse, the opossum.
7. What is there remarkable about the mode of reproduction of the Marsupialia?
8. How do bats differ from other mammals?
9. How do whales differ from other mammals?

GROUP VII.—BOTANY.

Subject I.—Vegetable Physiology.

Examiner, Dr. Thomas Thomson, F.R.S.

VEGETABLE ANATOMY AND PHYSIOLOGY.—1st Paper.

Six questions only to be taken. The value of the questions is equal.

1. What is a tendril? Of what organs may it be a modification? Give examples of the different kinds of tendrils.
2. What is the nature and composition of starch? In what parts of the plant is it found?
3. Describe the structure and function of stomates.
4. Describe the chemical and organic changes which take place during the germination of barley.
5. Give an account of the process of fermentation.
6. What is the structure of endogenous wood?
7. Describe the different parts of which an ovule consists; and define anatropous, orthotropous, and campylotropous ovules.
8. What is the epidermis? In what plants and in what parts of the plant is it absent?
9. Describe the process of fertilization in ferns.

ECONOMIC BOTANY.—2nd Paper.

Six questions only to be taken. The value of the questions is equal.

1. Give the name, family, and native country of the plants which yield ginger, black pepper, cinnamon, and cloves.
2. What drugs are obtained from Convolvulaceæ? Mention, in each case, the properties of the drug, and the name and native country of the plant which yields it.
3. What are the principal cereal grasses, their geographical distribution and the climate best adapted to each?

4. Give the name, family, and native country of the plants which yield the best red and blue dyes.
5. Give an account of the principal vegetable substances used to adulterate beer.
6. Whence did we derive the potato? When and how was it introduced into Europe? What part of the plant is it?
7. State what you know of the potato disease, its causes, history, and remedies.
8. Give the name, family, and native country of the principal vegetable substances used in the manufacture of soap.
9. What economic products are obtained from lichens, and to what purposes are they applied?

Subject II.—Systematic Botany.

SYSTEMATIC BOTANY.—1st Paper.

Six questions only to be taken. The value of the questions is equal.

1. Write out the essential characters of Compositæ.
2. What are the chief distinctive characters of Lichens, Algæ, and Fungi?
3. Define the following terms: Capsule, Drupe, Berry, Achene, Follicle, Pod.
4. What are the best marks of distinction between Leguminosæ and Rosaceæ?
5. Give the principal differences between Exogens and Endogens.
6. Give an account of the Linnean system of classification.
7. Give the characters of the different kinds of fruit in Rosaceæ, of which the rose, strawberry, raspberry, and meadowsweet (*Rosa, Fragaria, Rubus, Spiræa*) are the types.
8. Give a brief account of the various modifications of the inflorescence of plants.
9. In what characters does Clematis differ from other Ranunculaceæ, and why is it nevertheless referred to that family.

SYSTEMATIC BOTANY.—2nd Paper.

(Practical Paper.)

Describe the six plants laid before you, taking the organs (when present) in the following order:—

Root.	Bracts.	Disk.	Fruit.
Stem.	Sepals.	Ovary.	Seed.
Leaves.	Petals.	Style.	Embryo.
Inflorescence.	Stamens.	Stigma.	

GROUP VIII.—MINING AND METALLURGY.

Subject I.—Mining.

Examiner, W. W. Smyth, M.A., F.R.S.

MINING.—1st Paper.

Note.—You are permitted to answer eight only of the following questions.

1. State the leading facts respecting the peculiar *directions* of lodes or mineral veins in the British Islands. (12.)
2. Enumerate the best practical indications of the probability of the occurrence of seams of coal in unproved ground. (12.)
3. What are the circumstances under which a great abundance of *gossan* may be looked for in lodes; and how is it sometimes apt to be deceptive as to results? (12.)
4. In a tract of coal-measure land a mile square with the strata dipping uniformly 1 in 5 to the eastward, how would you surely and economically test the whole thickness by boring? (12.)
5. Give the dimensions of levels, drifts, and roads most usually adopted in modern mining operations, and specify the purpose of the driving in each case. (12.)
6. Describe and give a freehand sketch, with dimensions appended, of the timbering for moderately heavy ground, of a rectangular vertical shaft of 12 feet by 6 feet. (12.)
7. Prepare a similar description and sketch of wooden curb timbering for a round pit of 11 feet diameter. (12.)
8. Give an account of the construction of the man-engine or *fahr-kunst*, and of its advantages as compared with other modes of lowering and raising men. (12.)
9. Enumerate the different *damps* or gases found in mines, with their composition and characteristic properties. (12.)
10. State fully what are the leading principles with regard to the passage of currents of air through pipes, which have to be considered in endeavouring to obtain a good ventilation. (14.)
11. Furnish a description, with sketches of the parts, of a crusher suitable for crushing dredge-ore or coal for the purpose of washing. (14.)

MINING.—2nd Paper.

Note.—You are permitted to answer nine only of the following questions.

1. Compare the different rails and plates, and modes of laying them, in use in mines. (11.)
2. Describe, with the assistance of sketches, the precautions against accident which should be taken in approaching old workings full of water. (11.)
3. A shaft having been sunk 10 fathoms deep, and a level extended 50 fathoms on a good lead lode, compare a good with a reprehensible way of proceeding to work the course of ore. (11.)
4. What are the causes and the results of *creep* in collieries? (11.)

5. State your opinion on the best mode of exploring by levels and winzes on a lode; first, where very irregular in character; secondly, when its proportion of orey ground is pretty uniform. (12.)
6. What are the advantages of the *long-wall* way of working coal, and what the circumstances which sometimes interfere with its adoption? (12.)
7. Give a free hand drawing of a ventilating machine on the air pump principle, with dimensions noted, as suitable to the conditions selected, either of ventilating an end or a large area. (11.)
8. State the amount of influx in the heaviest watered mine that you know, and what are the means taken for getting rid of it? (11.)
9. Give a description of the arrangements of the class of steam engine the best suited for raising water, and a statement of the *duty* to be expected from such engines. (11.)
10. Enumerate the different kinds of rope and chain employed for winding or drawing in mines, and note under what circumstances some of these may be unsuitable. (11.)
11. Compare the economy of different methods of lighting the miners' working places. (11.)

Subject II.—Metallurgy.

Examiner, Dr. Percy, F.R.S.

METALLURGY.—1st Paper.

You are not permitted to attempt more than ten questions. The same value is attached to all the questions.

1. Explain the principle of the carbonization of coal in an ordinary coke oven.
2. What do you understand by the term liquation?
3. Describe the physical characters of "dry," "toughpitch," and "overpoled" copper.
4. Describe the method of making brass by cementation.
5. For what purpose is metallic antimony employed in the arts?
6. From what ores is bismuth usually extracted?
7. How is arsenious acid made?
8. State the applications of nickel and cobalt.
9. How is red-lead made?
10. How would you determine the composition of the bronze coin now current in this country?
11. What are the conditions under which sillicon passes into pig-iron during smelting?
12. What are the usual constituents of clay iron-ore?
13. State the varieties of cast iron with their physical characters and approximate composition.
14. How may pig-iron be directly converted into steel?
15. How is "shear-steel" made?

METALLURGY.—2ND PAPER.

You are not permitted to attempt more than ten questions. The same value is attached to all the questions.

1. State how you would calculate the calorific power of wood from its ultimate composition.
2. State the approximate composition of the chief varieties of coal.
3. How is zinc extracted from blende by the Silesian process?
4. How is lead extracted from galena in this country?
5. How is silver extracted from poor argentiferous lead?
6. Describe the process of refining tin.
7. Describe the Idrian method of extracting mercury.
8. Describe the Mexican process of extracting silver.
9. Describe the process of parting gold and silver on the large scale.
10. Describe the successive changes which calcined clay-iron-stone undergoes in the blast furnace.
11. Describe the process of puddling iron, and the chemical changes which take place.
12. Describe the process of making what are termed "charcoal plates."
13. What change takes place in the composition of grey pig-iron by its conversion to malleable iron?
14. Describe the Bessemer process of making steel, and give a sketch of the apparatus employed.
15. Describe the principle of Siemen's regenerative furnace.

NAVIGATION EXAMINATION.

Subject I.—MATHEMATICS.

Examiner, REV. J. WOOLLEY, LL.D.

MATHEMATICS.—1ST PAPER.

Not more than ten questions may be attempted, of which four must be taken from each section.

SECTION I.

1. The average length of a degree of a meridian of the Earth's surface is 364,578 feet. What is the length of the Earth's diameter, supposing the Earth to be spherical? (10.)
2. A franc being taken at 9¾d., find the sum of money that can be paid by an exact number of either shillings or francs: the number of francs exceeding the number of shillings by 27. (N.B.—This question is to be solved without algebra.) (20.)
3. The Earth's polar diameter contains 41,707,796 feet, and the difference between the equatorial and the polar diameter is one 292nd part of the latter. Supposing the Earth to be a sphere whose diameter is the mean of these two, how many square miles would its surface contain? (15.)
4. Divide $(x^2-y^2)^3-z^6$ by $x^2-y^2-z^2$ (5.)

   If $\frac{A}{x}=\frac{B}{y}=\frac{C}{z}$ and $\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1$.

   Prove that $\frac{A^2}{a^2}+\frac{B^2}{b^2}+\frac{C^2}{c^2}=\frac{A^2+B^2+C^2}{x^2+y^2+z^2}$ (15.)

5. Solve the equations

$$\text{(i.)}\quad \frac{\sqrt{3x+1}+\sqrt{3x}}{\sqrt{3x+1}-\sqrt{3x}}=4. \quad (10.)$$

$$\text{(ii.)}\quad \left.\begin{aligned}(x+y)^3+z^3&=1125\\ x+y+z&=15\\ xy&=24\end{aligned}\right\} \quad (20.)$$

6. On a sum of money borrowed, interest is to be paid at the rate of 5 per cent. per annum. After a time 600*l.* of the loan is paid off, and the interest on the remainder is now reduced to 4 per cent., and the yearly interest is now lessened by one third. What was the sum borrowed? (15.)

7. If the logarithms of numbers in the ordinary tables were all doubled what would be the base to which they would then be the logarithms of the numbers to which they now belong? (5.)

   Extract by logarithms the seventh root of ·0047681, and find a third proportional to ·00063 and 8·7951. (5.)

   Find the present value of 50*l.* due 8 years hence when money bears $4\frac{3}{4}$ per cent. compound interest. (10.)

8. Assuming the law for the conversion of a continued fraction into a series of converging fractions, show that the difference between any two consecutive fractions is a fraction whose numerator is unity, and the denominator the product of the denominators of the convergents. (15.)

   Find fractions converging to $\sqrt{40}$. (10.)

9. Write down the coefficient of t^{2n} in the expression

$$1-\tfrac{1}{2}(e^t-1)+\tfrac{1}{3}(e^t-1)^2-\text{\&c.}\ldots\ldots+\frac{1}{2n+1}(e^t-1)^{2n}\underset{+}{-}\ \text{\&c.}\quad (25.)$$

Section II.

1. Parallelograms upon equal bases and between the same parallels are equal to one another. (20.)

2. Divide a straight line into two parts such that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part. (20.)

   If AB be divided in C so that the rectangle contained by AB and BC is equal to the square of AC, show that if in AC, CD be taken equal to CB, the rectangle contained by AC and AD will be equal to the square of CD. (20.)

3. The angle in a semicircle is a right angle. (20.)

   If AC be the diameter of a circle, and if any other circle be described with centre C, chords of this latter which, produced if necessary, pass through A, are all bisected by the former circle. (15.)

4. Describe an isosceles triangle having each of the angles at the base double of the third angle. (20.)

5. If from any angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle, (20.)

   If ABC be the triangle, BE the perpendicular from B on AC, BO the diameter of the circle, and if from B, BD be drawn parallel to the tangent to the circle at A cutting AC in D, prove that the rectangle contained by BO and BE is equal to the rectangle contained by a AC and BD. (20.)

6. If a straight line is perpendicular to a given plane any plane passing

through this straight line is perpendicular to the same plane. (20.)

Hence show how to draw a plane through a given straight and perpendicular to a given plane. What is the inclination of the straight line to the plane in your diagram? (10.)

7. A quadrilateral is inscribed in a circle where one side is the diameter of the circle 10 inches long, and the opposite side is parallel to it and 6 inches long. What is the area of the quadrilateral? (15.)

MATHEMATICS.—2ND PAPER.

Not more than ten questions may be attempted, of which three at least must be taken from Section II.

SECTION I.

1. Write down all the angles between $-850°$ and $+850°$ which have ·5 for the value of their sine. (10.)
2. What is the circular measure of an angle? When this measure is referred to, examine the length of the arc subtending the unit of angle in a given circle. (15.)

   The radius of a circle is ten feet; express in degrees the angle subtended at the centre of this circle by an arc 3 feet in length. (15.)
3. Assuming the expression for Sin (A+B) in terms of the sines and cosines of A and B, prove that—

$$2 \sin A = + \sqrt{1 + \sin 2A} \pm \sqrt{1 - \sin 2A}$$

   Ex. $2A = 315°$ find $\sin 157° 30'$. (25.)
4. In any plane triangle, A an obtuse angle, prove that

$$\text{Cos } A = \frac{b^2 + c^2 - a^2}{2bc} \quad (15.)$$

   If (a) (b) (B) had been given to solve a triangle where b is less than a, and if (c) (c_1) be the two values found for determining the third side, prove that $b^2 + cc_1 = a^2$. (25.)
5. At the foot of a hill a visible object has an elevation of 35° 19′ 18″, and when the observer has walked 350 yards up the hill away from the object, he finds himself on a level with it. The slope of the hill being 16°, and the places of observation in the same vertical plane with the object: find the distance of the object from the first place of observation. (20.)
6. Describe the Theodolite, and show how it may be used to find the horizontal angle between two objects. What other angular distance can be found by means of it? To what errors is this instrument liable? (20.)
7. When an object is viewed from an elevation above, what is the angle of depression? (5.)

   An observer in a balloon observes the angle of depression of an object on the ground due South to be 35° 30′; the balloon drifts due East at an unaltered elevation for 2½ miles, when the angle of depression of the same object is observed to be 23° 14′: find the height of the balloon. (25.)
8. Find the area of a regular polygon of n sides. What is the value of this area when the number of sides is indefinitely increased, and what does it represent? (15.)

9. In a pyramid on a square base, each of the edges meeting in the vertex is double of the length of a side of the base. Find the inclination to one another of two contiguous triangular faces. (20.)
10. A regular hexagon each side of which is 10 feet, makes a revolution about a line which joins the bisection of two of its opposite sides, find the whole surface of the solid thus generated. (20.)

Section II.

1. Define an angle and a side of a spherical triangle and show how each is measured. (10.)
   Express an angle of a spherical triangle in terms of its sides. (15.)
2. How is the polar triangle of a spherical triangle formed? (5.) Prove that the sides of the polar triangle are the supplements of the angles of the primitive triangle. (15.)
3. In a right angled spherical triangle given the hypothenuse 74° 20′, and one angle 34° 15′, find the side opposite to the given angle, proving the formula used in the solution. (25.)
4. Find an expression for the area of a spherical triangle, What angular unit is used? (10.) If the angle C of the triangle ABC be a right angle show that the spherical excess $= 2 \tan^{-1} (\tan \frac{a}{2} \tan \frac{b}{2})$. (20.)
5. Prove that in any spherical triangle

$$\sin \frac{c}{2} \sin \frac{A-B}{2} = \cos \frac{C}{2} \sin \frac{a-b}{2}$$

$$\text{and } \sin \frac{c}{2} \cos \frac{A-B}{2} = \sin \frac{C}{2} \sin \frac{a+b}{2} \quad (20.)$$

NAVIGATION EXAMINATION.

Subject II.—General Navigation.

Examiner, Rev. J. Woolley, LL.D.

GENERAL NAVIGATION.

10 questions may be attempted.

1. Draw a figure illustrating the definitions of the following terms in Navigation :—(1) Rhumb-line; (2) Course; (3) Distance; (4) Difference of latitude; (5) Departure. (25.)
2. What is meant by a parallel of latitude? and show that the length of a degree of longitude in latitude (l) is to the length of a degree of longitude at the equator as $\cos l : 1$. (10.) In what latitude are the lengths of degrees of longitude 30 and 20 geographical miles respectively? (10.)
3. Prove that *distance = departure sec. course.* (20.)
4. What is the difference between *variation* and *deviation?* How is the latter correction found? (25.)
5. Write down the formulæ used in Mercator's sailing. (15) Find the true course and distance from A to B.

Lat. A. 27° 18′ N.	Long. A. 3° 15′ W.
Lat. B. 15° 16′ S.	Long. B. 27° 3′ W. (15.)

6. Explain fully how to draw a map of a portion of the earth's surface by Mercator's projection, and explain how it is to be used. (20.)
7. What is meant by great circle sailing? Obtain the formulæ used in it. (30.)
8. Required the distance on a great circle between two places whose latitudes and longitudes are 51° 23′ N., 162° 15′ E., and 35° 18′ S., 179° 14′ E. respectively. (30.)
9. The wind is E.S.E. and a ship sailing within 4 points 1¾ miles an hour makes on each tack 2¾ points leeway; in what time will she advance 25 miles directly to windward? (20.)
10. What are the instruments used at sea to estimate the distance run by a ship during any time? describe them fully; and show how to allow for any known errors in them. (25.)
11. Standing up channel I observe Eddystone lighthouse bearing from me N.N.E. I afterwards sail 2½ hours N. by E. 8 knots an hour, and then 3½ hours N. by W. 9 knots an hour; and I know that a current has been setting me 2 knots an hour all the time E. by S. The bearing of the Eddystone lighthouse at the end of this time is due north. What are my distances from the lighthouse at the time of each observation. (30.)
12. August 17, 1864, at noon. A point of land in 47° 18′ N., and longitude 33° 15′ W. bore by compass S.W. by W. distant 21 miles; deviation 10° E.; afterwards sailed as by the following log account; find the latitude and longitude in on August 18 at noon. (45.)

H.	K.	10ths	Courses.	Winds.	Leeway Points.	Dev.	Remarks.
1	3	4	N.N.E.	N.W.	1¼	7° 30′ E.	Variation of compass 1¼ points.
2	2	7					
3	4	3					
4	2	2					
5	3	6					
6	3	1					
7	4	3					
8	2	4					
9	5	3					
10	4	5	W.N.W.	N.N.E.	2	6° 50′ W.	
11	3	2					
12	2	4					
1	2	8					
2	4	7					
3	3	9					
4	5	6					
5	4	8					
6	3	9					
7	2	8	S.W.	S.E.	2¼	7° 0′ W.	A current set the ship the last 3½ hours 2¾ miles S.E. by compass.
8	2	9					
9	4	5					
10	3	7					
11	4	8					
12	3	2					

13. Obtain an expression for the meridional parts at a place in latitude (l): the earth being supposed a sphere. (35.)

NAVIGATION EXAMINATION.

Subject III.—NAUTICAL ASTRONOMY.

Examiner, REV. J. WOOLLEY, LL.D.

NAUTICAL ASTRONOMY.—1ST PAPER.

Eight questions may be attempted. The numerical questions should be worked with strict attention to arrangement and neatness: full marks will be given only when this condition is fulfilled.

1. Find the length of the Mean Solar year, and of the Siderial year. (25.)
2. Explain by a diagram the following terms:—mean time, equation of time, hour angle, obliquity of the ecliptic. (25.)
3. Given the hour angle of a heavenly body $= 2^h\ 48^m\ 17^s$ declination $25° 28' 43''$ N., and altitude $48° 30'$ (west of meridian); calculate the azimuth. (35.)
4. Investigate an expression for computing the parallax in altitude of a heavenly body. (25.)
5. August 5th, 1864, in longitude $110° 40'$ E., the observed meridian altitude of moon's L.L. was $49° 40' 30''$ (zenith N. of moon.) Index error $+ 3' 10''$, and the height of the eye above the sea 18 feet: required the latitude. (25.)
6. April 20th, 1864, the observed meridian altitude of Aldebaran was $53° 40' 10''$ (zenith N. of star). Index correction was $+ 1° 10''$, and the height of the eye above the sea 16 feet: required the latitude. (25.)
7. What is meant by the Prime Vertical? Show that, when a heavenly body is in the Prime Vertical, Cos. *lat.* = Cot. *hour angle* × Cot. *alt.* (30.)
8. Explain the construction and use of the sextant. (30.)
9. Having given the Sun's right ascension, and the obliquity of the ecliptic, find the Sun's longitude and declination. (30.)
10. October 20th, 1864, at 4^h A.M. in longitude $74° 20'$ E., the observed alt. of *a* Polaris was $28° 40' 30''$. Index corr. $- 1' 10''$, and the height of the eye 16 feet: required the latitude. Prove the rule employed. (40.)
11. Two known stars are in the same vertical circle, and the altitude of one of them is taken: required the latitude of the observer. (30.)
12. At what time did the star Pollux pass the meridian of a place in latitude $15°$ N., and longitude $33°$ E., on February 10th, 1864, and at what distance north or south of the zenith.

    Explain fully the methods of which you make use in this calculation. (40.)

NAUTICAL ASTRONOMY.—2ND PAPER.

Eight questions may be attempted. The numerical examples should be worked with strict attention to arrangement and neatness: full marks will be given only on this condition being fulfilled.

1. If 24 mean solar hours $= 24^h\ 3^m\ 56{\cdot}555^s$ sidereal hours: express 3 days 8 hours mean solar time in sidereal time. (20.)
2. Find the Moon's distance from the Earth when its horizontal parallax is $56' 28''$. (25.)

3. What is meant by the run of a ship? Explain by a figure. (25.)
4. Investigate a method for calculating the latitude of a ship at sea by observing two altitudes of the Sun, and the run of the ship. (35.)
5. June 9th, 1864, in latitude 60° 15′ N., longitude 80° 30′ W., the following observations were made:—

Mean time nearly.	Obs. alt. Sun's L.L.	Time keeper.	True bearing.
$1^h\ 2^m$ P.M.	52° 5′ 40″	$2^h\ 5^m\ 10^s$	S.S.W.
$7^h\ 5^m$ P.M.	14° 57′ 30″	$8^h\ 7^m\ 8^s$	W.N.W.

The run of the ship in the interval was N.N.E. 5 miles. The index error was — 1′ 20″, and the height of the eye above the sea 17 feet. Required the latitude at the time of making the second observation. (30.)

6. Define longitude, and state the several methods by which it may be found on shore or at sea. (25.)
7. Prove the rule for clearing a lunar distance from the effects of parallax and refraction. (30.)
8. January 2nd, 1864, at $5^h\ 58^m$ A.M. in latitude 51° 15′ N., longitude 63° 40′ W., the following observations were made:—

	Obs. alt. Pollux.	Obs. alt. Moon's L.L.	Obs. dist. from Moon's F.L.
	29° 54′ 40″	29° 31′ 10″	42° 25′ 0″
Index error	+ 5′ 55″	— 3′ 30″	— 1′ 30″

The height of the eye above the sea was 14 feet. Required the longitude. (35.)

9. May 10th, 1864, P.M., in latitude 48° 30′ N., the chronometer showed $6^h\ 5^m\ 40^s$ (it being May 11th, A.M. at Greenwich), when the observed alt. of Sun's L.L. was 37° 22′ 10″: the index cor. was + 3′ 10″, and the height of the eye above the sea was 18 feet. Required the longitude. (30.)

   On April 19th, at noon, the Chronometer was fast on Greenwich mean time $20^m\ 10{\cdot}8^s$ and its daily rate was 3·5 seconds, losing. (30.)
10. By what observations may the variation of the compass at any place be found. Investigate the rules. (35.)
11. February 3d, 1864, at $7^h\ 10^m$ P.M., in latitude 49° 10′ N., longitude 160° E., the sun set by compass due E., the ship's head being E.N.E. Required the variation. (30.)
12. Prove that the error in the hour angle is the least for a given error in the altitude when the body is on the prime vertical. (40.)

NAVIGATION EXAMINATION.

Subject I.—MATHEMATICS.*

Examiner, REV. J. WOOLLEY, LL.D.

MATHEMATICS.—3RD PAPER.

Not more than ten questions may be attempted, not less than four in each section.

SECTION I.

1. Differentiate the following functions of x

   (i.) $u = \sqrt{a^2 \mp x^2} \sin^{-1} \frac{x}{a}$ (5.)

* Preliminary Mathematics for Subject IV., Steam.

(ii.) $u = a \log_e \frac{\sqrt{a^2 + x^2}}{x}$ (5.)

(iii.) $u = 3x^2 \tan^{-1} \frac{\sqrt{a^2 - x^2}}{a}$ (10.)

and if $u = e^\theta \sin \theta$ find $\frac{d^m u}{d\theta^m}$ (10.)

2. If $xy = x \sin x + \cos x$ prove that $\frac{d^2y}{dx^2} + y = \frac{2y}{x^2}$ (15.)

3. If $u = f(x)$ examine the condition that u may have a minimum value when $\frac{du}{dx} = 0$ and $\frac{d^2u}{dx^2}$ remains finite. (10.)

Through a given point between two lines inclined at a given angle draw a straight line forming with these lines the least possible triangle. (20.)

4. Prove that the straight line $y - x = \sqrt{a^2 + b^2}$ touches the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, and find the co-ordinates of the point of contact. (15.)

5. Integrate the following expressions—

(i.) $\int \frac{xdx}{(a+x)^{\frac{3}{2}}}$ (5.) (ii.) $\int \frac{xdx}{x^4 + 2x^2 - 3}$ (10.) (iii.) $\int \frac{dx}{(\cos x)^4}$ (10.) (iv.) $\int \frac{\cos x dx}{1 + \cos x}$ (15.)

6. A parabolic curve bounded by the latus rectum revolves about the tangent at the vertex: find the volume of the solid generated. (15.)

Section II.

1. If two forces act on a body in parallel lines and in the same direction, find the single force which will keep the body at rest, and its line of action. (15.)

2. Find the centre of gravity of a triangular area, and show that it is also the centre of gravity of three equal weights at the angles of the triangle. (15.)

3. Prove that a body on a horizontal table will stand or fall as the verticle line through its centre of gravity falls within or without the base. Is the statement true if the plane be rough? (10.)

Two books similar in every respect, each 10 inches long, lie one exactly upon the other on a table, over the edge of which they project three inches. How much farther may the upper book be pushed out before they fall over? (15.)

4. A smooth rod slides between two fixed rings B and C so as to be constrained to move in a vertical line. Its lower end A rests on a fixed plane inclined at 45° to the horizon. If the rod weighs 4 lbs., and if AC=2 AB, find the pressure on each ring. (20.)

5. What is meant by the modulus of a machine? (5.) The mean section of a stream acting on the floats of a water-wheel is $5\frac{1}{2}$ by $1\frac{1}{2}$ feet, its mean velocity is 40 feet per minute, it has a fall of $17\frac{1}{2}$ feet, the modulus of the wheel is ·7; it is required to raise water by means of the wheel to a height of 300 feet, how many cubic feet will it raise per minute? (20.)

6. Explain the construction of the screw as a mechanical power. (10.)

Find the equilibrium relation between the power (P) and the weight (W) when the screw is rough and the friction is opposed to (P). (15.)

7. The measure of the force of gravity being 32·2 when a second is the unit of time, what will be its measure when 10 seconds is the unit of time? (15.)

8. A body weighing 6 lbs. slides from rest down a rough inclined plane through 20 feet in 4 seconds. What force acting along the plane would sustain the body at equilibrium, the plane being inclined at 30° to the horizon? (30.)
9. A tube closed at one end and filled with air has its open end stopped by a piston capable of sliding into it freely. To what depth must the tube be immersed in a horizontal position in water that the piston may be driven in through one third of the tube's length, the pressure of the atmosphere being that of a column of water 34 feet high? (20.)
10. A particle is moved from a state of rest and is acted on by a force tending to bring it back to the position of the equilibrium with a force varying inversely as the square of its distance from that point. Determine its maximum velocity and the time of a small oscillation about its position of rest. (25.)

NAVIGATION EXAMINATION.

Subject IV.—Steam.

Examiner, Rev. J. Woolley, LL.D.

STEAM.—1st Paper.

N.B.—You are not to answer more than ten questions. You may select them from any part of the paper. The marks assigned to a correct answer to any questions are given between brackets, thus ( ).

1. The pressure on a safety valve is 14 lbs. per square inch, how much is it per circular inch? (15.)
2. Distinguish between a double-acting and a single-acting engine. Why is the parallel motion dispensed with in the latter kind of engine? (20.)
3. What is meant by the "Parallel Motion?" Investigate the necessary proportions among the various rods that the piston of a side lever engine may move vertically. (25.)
4. The outer circumference of a paddle-wheel is to travel over 11½ knots an hour, and the number of revolutions of the engine per minute is 16. Find its diameter. (20.)
5. Find the force requisite to open a blow valve 5 inches in diameter, the steam gauge standing at 10 inches and the condenser gauge at 28 inches. (20.)
6. Describe and sketch the locomotive slide. Is this slide economical in steam? (25.)
7. The travel of a slide is 12 inches, depth of port 5 inches, and the slide is short on the exhaust side ¼ inch when at the middle of its stroke. How far does the slide go below the lower edge of the port on the exhaust side, at the extreme of its stroke? (25.)
8. Describe the steam gauge of a boiler. The legs of a steam gauge are of the same area and equal lengths, each being 10 inches. Can this gauge be used for a boiler loaded to 12 lbs.? (25.)
9. Describe and sketch the trunk engines. Why is the stuffing box deeper in these engines than in those that have fixed cylinders? (30.)

10. The overflow valve of a feed pump is 4 inches in diameter, the length of lever is 16 inches, and the valve spindle 4 inches from the fulcrum. What weight must be attached to the end of the lever to balance the pressure of steam in the boiler when working at 11 lbs.? Would you make the actual weight more or less than this? (25.)
11. Two cylinders are to be fitted in lieu of one whose diameter is 94 inches, and the stroke of the piston is the same in both cases. Compare the friction surfaces of the two cylinders with that of the original one. (25.)
12. What do you mean by expansive gear? How is it worked? (20.)
13. Show how a screw surface is generated. Explain the terms: length, angle, pitch, and slip of screw. A ship is required to steam at the rate of 12 knots. What must be the pitch of screw when driven by engines making 60 revolutions, allowing 15 per cent. slip? (35.)
14. If the crank be 2 feet, and the connecting rod 8 feet, find the angle the latter makes with the axis of the cylinder when at half stroke; also, if the length of the trunk be 4 feet 6 inches, what is its least diameter, so that the connecting rod may work freely in it. (25.)
15. Describe, with a sketch, Humphrey's engine for screw ships. (30.)

STEAM.—2ND PAPER.

N.B.—You are not to answer more than ten questions. You may select them from any part of the paper. The marks assigned to a correct answer to any questions are given between brackets, thus ( ).

1. What is the latent heat of steam? How does this affect the dimensions of the condenser? What weight of water at 85° Fahr. must be mixed with 20 lbs. of steam of one atmosphere to reduce the whole to water at 120° Fahr.? (20.)
2. When is heat said to be conducted? Have all bodies the same same conducting power? Give examples. Make a table of the following substances according to their conducting power:—zinc, marble, gold, copper, iron, porcelain, tin, platinum, lead. (25.)
3. Find the nominal horse power of the engine of the steamer in which the number of cylinders is four, the diameter of each 55 inches, length of stroke 2 feet 6 inches, and number of revolutions 45. (20.)
4. The effective evaporation of an engine is 1 cubic foot a minute; the steam is cut off at half stroke, and the mean velocity of the piston is 150 feet a minute; what must be the diameter of the piston to develop 100 horse power? (35.)
5. On what principle, with regard to the density of steam during its action in the engine, does De Pambour found his calculations? Obtain the formula $\mu = \frac{1}{n + qp}$ explaining the meaning of the terms employed; and deduce the equation.

$$p = \frac{M^1}{M}\left(\frac{n}{q} + p^1\right) - \frac{n}{q} \quad (40.)$$

6. The cranks of a pair of engines are 3 feet in length, and the length of the connecting rods 8 feet; find at what angles the cranks

should be placed that the one engine may be at the upper dead centre when the other is at half stroke, (20.)

7. Sketch a high pressure indicator diagram. How is the steam from the cylinder of a condensing engine got rid of when working at high pressure? (20.)
8. Sketch a normal slide diagram, and also a slide diagram with the eccentric stop advanced. (25.)
9. Describe the dynanometer and show how to obtain the horse power of an engine by means of it. (25.)
10. A boiler generates 16,000 cubic feet of steam per hour; what number of revolutions must an engine make per minute. the diameter of the cylinder being 30 inches, and length of the stroke 2 feet, that it may utilize all the steam, if it be cut off at $\frac{2}{3}$ of the stroke. (25.)
11. Investigate an expression for the power exerted by a screw. (30.)
12. Show that if a ship is steaming against a current, the most advantageous speed is half as much again as that of the current. (20.)
13. Find the amount of work developed by a crank in half a complete revolution, if a constant pressure act vertically at the lower end of the connecting rod. (30.)
14. A steam ship is within 50 miles of the port she is bound for, but it is found that the coal remaining on board will not steam her over 30 miles; at what rate must she go to make the coals last? She has been consuming 2 tons an hour, steaming 10 knots. (20.)
15. Find the pitch of a screw whose angle is 18° 40′ and diameter 12 feet; what will be its length if the portion used be $\frac{1}{5}$ of a whole convolution? (25.)

NAVIGATION EXAMINATION.

Subject V.—Physical Geography.

Examiner, Dr. Kinkel.

PHYSICAL GEOGRAPHY.—1st Paper.

No candidate should attempt to answer more than ten of these questions. Each question has the same number of marks attached to it.

1. Explain the derivation and meaning of the term estuary.
2. Which mountain ranges or single peaks in Europe have perpetual snow?
3. Name the north and south points of each continent, and state (approximately) their latitudes.
4. Between which countries (or islands) are the straits of Le Maire, Palks, La Perouse, San Bonifazio, Otranto, Belleisle, Ormus, Sunda, Sangar, and the two Belts?
5. Three Asiatic places, viz., Mascat, Calcutta, and Canton, have nearly the same latitude, but their climates are different. State and explain the difference.
6. Which way will a whirlwind revolve in the Southern hemisphere, and which way in the Northern?
7. State the geological structure necessary for the successful boring of an Artesian well.
8. Which conditions of soil and climate enable China to support a population numbering about one third of all mankind?
9. How is dew formed?

10. Are there sufficient proofs to show that even now whole continents or parts of continents are slowly rising, while others sink deeper?
11. What is meant by isotheral and isochimeral lines?
12. Are there any instances of rivers dividing, so that one branch of them runs into quite another river, whilst the principal stream flows into the sea independently?
13. Name the principal groups and chains of volcanoes, extinct as well as active, in and around the Pacific.
14. Which races of man are black, without being negroes?
15. Which is the original home of the coffee, cotton, cocoa, tobacco, rice, black pepper, buckwheat, and the breadfruit tree?

PHYSICAL GEOGRAPHY.—2ND PAPER.

No candidate should attempt to answer more than ten of these questions. Each question has the same number of marks attached to it.

1. The Northern hemisphere beyond the torrid zone is, under the corresponding latitudes, warmer than the Southern. Why?
2. Which are the principal coal beds all over the world?
3. Why do we call Australia a continent and not an island?
4. Condensation of vapour into rain is caused by cold. How then can it be that the tropical rains come on just with the hot season?
5. Which genera of animals are not represented in the native Fauna of Australia?
6. Why are hurricanes more terrible in the torrid than in the temperate zones?
7. How do you account for the existence of wells in the midst of the Sahara?
8. Moscow and Ayr have nearly the same latitude, but their climate differs. State and explain the difference.
9. State the northern and southern limit up to which cotton is either grown or might be grown with profit.
10. State the latitudes (approximately) of Mecca, Calcutta, Singapore, Canton, the Havana, New Orleans, the Sandwich Islands, the last (northernmost) cataract of the Nile, Sydney (Australia), Rio de Janeiro, and Cape Town.
11. The non-tropical portion of South Africa seems to become drier from year to year. Is it possible to account for this?
12. Why are the floods of some rivers a blessing, and those of others a bane to the surrounding country?
13. The coral worm, being unable to live above high-water mark, how can it be that a coral island ever rises to the surface?
14. State briefly the three great natural divisions of Hindoostan.
15. From which countries do we obtain wool; horns, hoofs and hides; raw silk; amber stone; guano; sandal wood (white); jute; leeches; tapioca; cochineal; statuary marble; shumach?

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.
[1432.—1000.—1/65.]

COMMITTEE OF COUNCIL ON EDUCATION.

EXAMINATION, CHRISTMAS, 1865.

I.

QUESTIONS PROPOSED

TO

CANDIDATES

FOR

ADMISSION INTO NORMAL SCHOOLS.

II.

QUESTIONS PROPOSED

TO

STUDENTS IN NORMAL SCHOOLS
AND TEACHERS IN ELEMENTARY SCHOOLS.

III.

LISTS OF SUCCESSFUL CANDIDATES.

IV.

SYLLABUS OF SUBJECTS OF EXAMINATION,
FOR CHRISTMAS, 1866.

By Authority.

LONDON:

PRINTED BY FORD & TILT,

52, LONG ACRE,

FOR HER MAJESTY'S STATIONERY OFFICE,

AND SOLD BY LONGMAN, AND CO.,

39, PATERNOSTER ROW, E.C.

1866.

(Price Sixpence.)

QUESTIONS
PROPOSED TO CANDIDATES
FOR
ADMISSION
INTO
NORMAL SCHOOLS.

CHRISTMAS, 1865.

NOTE.—The time allowed for each Paper in the following series was *three* hours. Except where different directions are printed, Candidates were restricted to *one* question in each section.

RELIGIOUS KNOWLEDGE.

SECTION I.

Give examples from the Old Testament shewing—

1. The duty of the young towards the old; *or*,
2. The respect due to God's ministers; *or*,
3. The certain punishment of sin in this life.

SECTION II.

Write out short notes of a lesson on—

1. The trials of Joseph; *or*,
2. The call of Gideon; *or*,
3. The murder of Naboth; *or*,
4. The return from captivity.

SECTION III.

Write out as nearly as you can in the words of Scripture, with brief explanation, suited to children of about 7 years of age, the parable of—

1. The Good Samaritan; *or*,
2. The Prodigal Son; *or*,
3. The Unmerciful Servant.

SECTION IV.

Give short explanations and (if you can) the context of not more than *four* of the following passages:—

1. Out of Egypt have I called my son.
2. Satan hath desired to sift thee as wheat.
3. One of you shall betray me.
4. Be of good cheer; it is I; be not afraid.
5. A sword shall pierce through thine own heart.
6. This is my beloved son; hear him.
7. Destroy this temple, and in three days I will raise it up.
8. Almost thou persuadest me to be a Christian.

SECTION V.*

1. "That I should believe all the articles of the Christian Faith." Explain this, and enforce it from Holy Scripture.

2. Distinguish envy, hatred, malice and uncharitableness. By what Commandment are they forbidden? Give texts and examples.

3. Answer the question, "What is required of persons to be baptized?" Give examples and texts.

SECTION VI.*

1. Explain the terms Epiphany, Easter, Whit Sunday, Michaelmas. Give the Collect and name the portions of Scripture selected for the services of one of those days.

2. Explain as many as you can of the terms "Holy Incarnation," "Catholic Church," "co-eternal," "prevent us, O Lord," "mystical body of thy Son," "fellowship of the Holy Ghost."

3. Give a brief sketch of the parts of the Communion Service.

SCOTLAND.

*N.B.—*Two questions to be answered in place of Sections V. and VI.*

1. State the attributes of God, with Scripture proofs.

2. Answer the question "Who is the Redeemer of God's elect?"

3. Explain the term "Adoption," and give illustrations.

4. What duties are required by the eighth Commandment? Give examples from Scripture.

5. "What is required to the worthy receiving of the Lord's Supper?" Answer the question, and shew how St. Paul speaks of the Corinthian Christians in this respect.

GRAMMAR.

SECTION I.

1. Define the terms, pronoun, interjection, predicate, comparative degree, with examples.

2. Give the principal rules for forming the plurals of nouns, with examples.

3. Give the first persons of the tenses of the verbs *to be* and *to fight*, through all their moods.

SECTION II.

Parse fully, and without abbreviation, the words printed in italic in *one* of the following passages:—

(1) The *other* father had a *weaklier* child,
Of a soft cheek, and *aspect* delicate;
But the boy *bore* up *long*, and with a mild
And patient spirit held *aloof* his fate.

or (2) While the sun is *about* the meridian, *every* living creature *flies* his beams; man *himself* suspends his toil, the dogs lie *prone* upon the ground, the cattle pant in their *stifling* sheds.

SECTION III.

1. Analyse one of the following sentences:—

(1) For, when to tune his harp he tried,
His trembling hand had lost the ease,
Which marks security to please;
And scenes, long past, of joy and pain,
Came wildering o'er his aged brain.

or (2) If the human view could comprehend the universe, it would be found invariably true, that Providence has given the most useful things in greatest plenty, and man would find everything capable of adding to his happiness within his reach.

SECTION IV.

Write out short notes of an elementary lesson on

(1) A simple sentence.
or (2) Relative pronouns.
or (3) Conjunctions.

SECTION V.

1. Write out the principal Saxon prefixes, with examples.

2. From what languages do we derive the words, mutton, cherubim, geography, legislature, suburb, enlighten, crystal, palace, paradise, manufacture?

3. Mention some authors of the time of Queen Elizabeth or Queen Anne, with their works.

LATIN.

The following questions are for Candidates who have been taught Latin Grammar.

1. Give the singular number of *forma* and the plural of *bellum*.

2. Give the singular of *ille* and the plural of *quicumque*.

3. Give the future indicative of *jubeo*, the imperative passive of *rego*, through all the persons.

4. Give the number, person, and tense of *laudaberis, fuerint, probavisti, poterimus, volueramus.*

5. Translate, and give the concords in these two sentences:—

Boni pueri amant libros.

Pater patriæ defletur (is mourned) a civibus.

6. Give the meaning of *lego, disco, facio,* with examples of English words into which they enter.

GEOGRAPHY AND HISTORY.

One Paper.

GEOGRAPHY.

SECTION I.

Write down the heads of a lesson on the physical features of—

1. Yorkshire; *or,*
2. The Highlands; *or,*
3. The west coast of Ireland.

SECTION II.

Give some account of—

1. The overland route to India; *or,*
2. The principal ocean mail-routes; *or,*
3. The principal submarine telegraph lines; *or,*
4. The voyage of some distinguished navigator.

SECTION III.

Draw a map of—

1. Hindostan; *or*
2. The South Coast of Europe; *or*
3. North America;

With the bays, rivers, and capes.

SECTION IV.

Describe the position and remarkable characteristics of not more than *six* of these places:—Bordeaux, Cairo, Kurrachee, New Orleans, Hamburg, Hongkong, Lagos, Chicago, Teheran, Naples, Montreal, Buenos Ayres, Odessa, Melbourne.

SECTION V.

1. What productions would England exchange to the greatest advantage, on both sides, with France, Jamaica, United States, and Sweden?

2. In what countries are the elephant, seal, leopard, camel, chiefly to be found?

3. Compare the climates of St. Petersburgh, Galway, Madeira, Sierra Leone, Calcutta, with that of London, as regards dryness and warmth.

HISTORY.

SECTION I.

1. Give the dates of the accession and death of the line of Tudor, or Stuart kings, with their relationship to their successors.

2. Give the dates of the accession and death of Edward I., Alfred, George II., Anne, Henry VIII., with the line of sovereigns to which they respectively belong.

3. From what countries did the consorts of Henry II., John, Henry V., James I., Mary II., and Queen Victoria come?

SECTION II.

Give some account of—

1. The reign of Edward the First; *or*,
2. The origin of the Wars of the Roses; *or*,
3. The translation of the Bible into English.

SECTION III.

Give some brief account of not more than *three* of the following persons:—

Marlborough, Cranmer, Chatham, Lord Bacon, Archbishop Laud, Burke, Hampden, Mary Queen of Scots.

SCHOOL MANAGEMENT.

Write twice in large hand "John and Tom and Harry;" in round hand, "Freedom is a noble thing;" in small hand, "A good example is the best sermon."

SECTION I.

1. Give some account of the series of reading books used in your school, with their merits and faults.

2. Explain the chief difficulties in giving an elementary dictation lesson, with some of the more common mistakes.

3. Which are the most useful tables of weights and measures in Arithmetic? To what purposes are they applied?

SECTION II.

1. Explain the graduation of Scripture or moral lessons in the classes of your school. In how many would the lesson be given orally, and why?

2. Which do you consider the best subjects for home-lessons? Give your reasons.

3. Arrange a series of "Lessons on Common Things" for a school of four classes.

SECTION III.

1. Give the chief causes of absence from school in your own neighbourhood, and state how far they may be avoided.

2. What punishments do you consider most suitable for playing truant, idleness, and lying?

3. What are the chief sources of confusion in a school? How may they be obviated?

SECTION IV.

1. How do you ascertain the "annual average," the "number present at all during the year," and the "date of admission?"

2. Draw up a table of attendance and absence for one week, for a class of nine children.

3. Give the different results to be obtained from school registers, and the means taken to ensure their accuracy.

SECTION V.

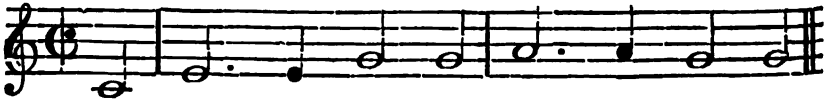
1. State the proper arrangement of children on a gallery. Which lessons should be given there, and which not?

2. In what lessons is a knowledge of drawing useful, and in what way?

3. What are meant by "silent" lessons? What is the importance of regarding them in making "Time Tables?"

MUSIC.

(In same paper with questions on School Management.)



1. How many different kinds of notes are there in music? Distinguish those in the above passage.

2. In what time is the above passage written? Give a table of the different kinds of time.

3. Point out the positions of the semitones in the major scale.

4. What is the effect of a sharp or flat? When are they called accidentals?

5. Transpose the above passage a tone lower, with the proper key signature.

ARITHMETIC.

N.B.—Male Candidates to answer *One* Question in each Section: Female Candidates to answer *Two* Questions in each of the first *Four* Sections.

The *solution* must in every instance be given *at full length*. A correct answer, unaccompanied by the solution, or not obtained by an intelligible method, will be considered of no value.

SECTION I.

1. Find, by Practice, the value of 11 acres, 3 roods, 17 poles, at £127. 10*s*. per rood.

2. Find the value of 8039½ articles at £1. 13*s*. 9½*d*. each.

3. Make out the following bill:—

17½ yards of calico	at 0*s*.	10½*d*.	per yard.
9¼ „ flannel	at 1*s*.	10*d*.	„
25 reels of cotton	at 0*s*.	2¼*d*.	each.
8 yards of ribbon	at 0*s*.	5¼*d*.	per yard.
2½ lbs. of wool	at 0*s*.	2½*d*.	per oz.

SECTION II.

1. What number of bricks, 9 inches by 4 wide, will be required to pave a court 13 ft. 9 in. by 11 ft. 7 in.?

2. How many dresses can be trimmed with 37 pieces of braid, each measuring 17 yds., if each dress requires 13 yds. 2 ells.?

3. A stationer buys 45 reams of paper at 13*s*. 9*d*. per ream, and 73 reams at 12*s*. 10*d*.: at what average price per quire must he retail it to make a gain of 30 per cent.?

SECTION III.

1. Add together $\frac{2}{3}$, $\frac{4}{5}$, $5\frac{1}{6}$, and subtract from this sum $4\frac{5}{12}$.

2. Multiply $\frac{3}{4}$ of $5\frac{1}{8}$ by $7\frac{1}{3}$, and divide the result by $1\frac{4}{5}$.

3. Reduce 4*s*. 7½*d*. to the fraction of 5*s*. 9*d*., and 4 cwt. 57 lbs. to the fraction of $1\frac{3}{4}$ qr.

4. Reduce to lowest terms and compare the two fractions $\frac{1812}{2550}$ and $\frac{2052}{2889}$.

SECTION IV.

1. Subtract 6·15 from 70, and divide the remainder by ·005.

2. Add together 30, 4·15, and 7·000, and multiply their sum by ·0068.

3. Reduce to vulgar fractions $3{\cdot}4\dot{9}$, 3·49, and $3{\cdot}\dot{4}\dot{9}$.

4. Find the value of 3·0125 of 5*s.* 4½*d.* and of 7·18 of 5 oz. 15 dwt. 17 gr.

SECTION V.

1. A man has £500 of stock in trade and borrows £200 at 6¼ per cent. to increase it; at what price must he retail his goods to make 8½ per cent. on the whole, deducting £150 for expenses?

2. A bankrupt's debts amount to £1700, his assets to £900. 15*s.* After paying costs, his creditors receive 5*s.* 9*d.* in the pound—find the amount of the costs.

3. A man has 30 cattle, by which he hopes to make a certain profit per cent., but he loses 10 suddenly by the cattle plague and his loss per cent. is now as great as the profit would have been—find the per centage of loss.

SECTION VI.

1. The 3 per cents. are at 89; what income will be produced by £1000 invested in them?

2. Find the true discount on £150. 10*s.* due 10 months hence at 3¾ per cent. per annum.

3. A servant is able to put in the Government Savings Bank a sum of £2. 15*s.* the last day of each quarter; calculate her savings after 12 such payments, interest being allowed at the rate of one halfpenny per calendar month for each *complete* pound.

SECTION VII.

Give the heads of an introductory lesson—

1. To children just promoted to standard 2 (multiplication table); *or,*

2. To children just promoted to standard 4 (compound addition); *or,*

3. To children just promoted to standard 6 (bills of parcels).

EUCLID AND ALGEBRA.

Male Candidates.

EUCLID.

1. Write down one of the definitions, and one of the axioms of Euclid. Show why they are so called.

2. Bisect a given rectilineal angle. Describe some

implement in common use in which this property is employed.

3. Prove that any two sides of a triangle are together greater than the third side.

Draw a figure to show that a triangle cannot be constructed with sides of 8, 9, and 19 feet in length respectively.

4. Prove that the three interior angles of every triangle are equal to two right angles.

What fraction of a right angle will each angle be (1.) in an equilateral triangle? and, (2.) in an isosceles triangle, in which each of the angles at the base is double of the third angle?

5. Prove that parallelograms on equal bases and between the same parallels are equal.

6. If the square on one of the sides of a triangle is equal to the sum of the squares on the other two sides, the triangle is right-angled.

If the sides of a triangle are 2, 3, 4 ft. respectively in length, is the angle opposite to 4 less or greater than a right angle?

ALGEBRA.

The *solution* must in every instance be given *at full length*. A correct answer, unaccompanied by the solution, or not obtained by an intelligible method, will be considered of no value.

1. Add together $3a-(b-c)$, $3b-(c-a)$, and $3c-(a-b)$.

2. Multiply a^2-4 by a^2+a-2, and divide the result by a^2+4a+4.

3. Write down the quotient of $a^9-b^9 \div a-b$, and of $a^7+1 \div a \div 1$.

4. Bring to lowest terms the fraction—

$$\frac{x+a}{x^3-a^3} \times \frac{x^2+ax+a^2}{x^2-a^2} \times \frac{x^2-2ax+a^2}{3}$$

5. Which is the greater—

$$a^4-1, \text{ or, } a^3+a^2+a+1,$$

When a 2

6. Solve the equation—

$$14x-\tfrac{1}{2}(51-9x)=12x-6.$$

DOMESTIC ECONOMY.

Female Candidates.

SECTION I.

Name the articles requisite for the duties of—

1. A housemaid; *or*,
2. A cook; *or*,
3. A laundrymaid;

With the uses of each article.

SECTION II.

1. Compare the nourishment yielded by wheat, rice, and potatoes.

2. State, as clearly as you can, the effect that yeast produces in the making of bread.

3. Give some account of the various uses of salt.

SECTION III.

1. Shew the effects on health of cold water in the morning.

2. What is meant by "catching cold"? How are colds most easily caught?

3. Which parts of an infant's body should be most carefully protected, and why?

SECTION IV.

1. Give a sketch of graduated lessons in "fixing," or "placing," in a school of four classes.

2. Enumerate the pieces required for a shirt, the order of making it, and the different kinds of work needed.

3. What are the uses of a sewing machine? What classes of articles can best be made by a machine?

SECTION V.

1. Give some simple rules for waiting upon a sick person.

2. Which are the best for bed-rooms, papered, or plastered, or painted walls, and why?

3. State the first symptoms of sickening that you have observed in your school, or family, for dangerous illness.

4. What is meant by "contagion?" Describe precautions to be observed by persons in health while attending on persons sick with contagious disease.

SECTION VI.

Write the abstract of a lesson on—

1. Fresh air; *or*,
2. Nursing a baby; *or*,
3. The proper arrangement of a bedroom; *or*,
4. Warm clothing.

QUESTIONS
PROPOSED TO STUDENTS
IN
NORMAL SCHOOLS,
AND TEACHERS IN
ELEMENTARY SCHOOLS.

CHRISTMAS, 1865.

NOTE.—Except where different directions are printed, the time allowed for each paper in the following series was *three* hours, and Candidates were restricted to *one* question in each section.

The questions marked with an asterisk (*) in certain of the first year's papers were specially noted for Acting Teachers.

MALE CANDIDATES—FIRST YEAR.

THE BIBLE.
(Specially the Gospel of ST. LUKE.)

SECTION I.

1. Quote some of the prophetic blessings pronounced by Jacob on his sons, and shew how they were fulfilled.

*2. Draw a map of the Holy Land divided according to Tribes, or describe in words this division.

3. With what foreign nations did the Jews mostly come in contact? In their departure from the Mosaic Law, what were the principal charges made against them by the Prophets? Give instances at different periods of the history.

SECTION II.

1. The great festivals of the Jews. A particular account of the Passover, and of the Sacrificial rites. Point out the particulars in which these rites were typical. What is a "type"? What is an "allegory"?

*2. The succession of the Kings of Judah, and the chief foreign wars in which they were engaged.

3. Explain these sayings: (1) "On the third day I shall be perfected" (xiii. 32); (2) "The resurrection of the Just' (xiv. 14); (3) "If the salt have lost his savour, wherewith shall it be seasoned"? (xiv. 34); (4) He that is unjust in the least, is unjust also in much" (xvi. 10); (5) "Wheresoever the body is, there will the eagles be gathered together" (xvii. 37); (6) "In your patience possess ye your souls" (xxi. 19).

SECTION III.

1. Of what was our Lord accused before the High Priests? What law of the Jews was meant in the assertion, "By our law he ought to die?" What charge was made against him before Pilate? From a comparison of the accounts in the four Gospels, what was the most probable order of events in our Lord's trial?

*2. Quote the words of our Lord which relate to these duties: (1) Mutual forgiveness. (2) Avoiding offence. (3) Paying tribute. (4) Vigilance. In each case mention the occasion on which the precepts were given.

3. On what occasion did our Lord say these words?

(1) Blessed is He that cometh in the name of the Lord. (xiii. 35.)
(2) Whosoever exalteth himself shall be abased. (xiv. 2) (xviii. 14.)
(3) Ye cannot serve God and Mammon. (xvi. 13.)
(4) Heaven and earth shall pass away, but my words shall not pass away. (xxi. 33.)
(5) Say, we are unprofitable servants. (xvii. 10.)
(6) Unto every one that hath shall be given. (xix. 27.)
(7) This is your hour and the power of darkness. (xxii. 53.)

SECTION IV.

1. What are the evidences of our Lord's Resurrection?

*2. What were the tenets of the Sadducees? How did our Lord answer their question about the resurrection of the dead? Quote and explain his argument, shewing that Moses taught the doctrine of resurrection.

3. "David therefore calleth him Lord, and how is he then his son"? Explain this. How ought it to have been answered? Why did not the Scribes answer it?

4. "By what authority doest thou these things"? What prompted this question? Why did our Lord not answer it?

SECTION V.

*1. Explain: to "cumber" (xiii. 7); to "wax" (xiii. 16); "Straightway" (xiv. 5); to "prove" oxen (xiv. 19); an "ambassage" (xiv. 32); a "tittle" (xvi. 17); a man's "stuff" (xvii. 31); a "scrip" (xxii. 36) A "spirit of infirmity" (xiii. 11); to "have worship" (xiv. 10); "The Kingdom of God cometh not *with observation*" (xvii. 20).

2. What are we to learn from the parable of the importunate Widow and the unjust Judge (xviii)? Quote precepts of our Lord which teach the same truth. Is the object of prayer to inform God of your wants? If not, what is its object?

SECTION VI.

* Explain, as for children, one of these parables: the grain of mustard seed (xiii. 18, 19); the hidden leaven (xiii. 21); the unjust Steward (xvi. 1—12); the Rich Man and Lazarus (xvi.); the ten pieces of money distributed among the ten servants (xix. 12—27).

CATECHISM AND LITURGY.

SECTION I.

1. What is the authority for requiring sponsors in baptism? On what authority does the Church require infants to be baptized?

* 2. Quote the explanation of the Lord's prayer, and shew how the explanation corresponds to the words of the prayer.

SECTION II.

* 1. What are we made in Baptism? Quote from the New Testament to shew the truth of the answer.

2. Relate the Institution of the Lord's Supper. What are the benefits of which we are partakers thereby? Shew your answer to be correct by quotation from the New Testament.

SECTION III.

* Analyse the Te Deum into its main divisions. Write it out as far as the words "We therefore pray thee;" and give references to the Scriptures to shew the agreement of this Hymn with Divine teaching.

SECTION IV.

1. What is a *Litany?* Give an account of our Litany, pointing out its different parts. When is it to be used in Church?

* 2. For what purposes do we "assemble and meet together?" Show that all these purposes are provided for in our Service.

SECTION V.

* 1. Why should we pray to be delivered from sudden death? What is meant by the prayer that the magistrate may "maintain truth?"

"And shew it accordingly:" quote the context and explain what is meant.

2. Quote one of the prayers for the Queen in the Holy Communion office. Explain any terms that children might not understand. Shew that all the expressions are justified by Scriptural authority.

SECTION VI.

* Write out the Confession of Sins, and make such notes on it, as a class of very young children would require.

SHORTER CATECHISM.

Scotland.

SECTION I.

*1. Shew from Scripture that the particular Providence of God extends to all the affairs of men.

2. Give proofs of the Divine attribute of Wisdom.

3. In what instances are the Divine attributes ascribed to Christ in the New Testament?

SECTION II.

*1. Explain what is meant by the Unchangeableness of God, and give proofs of that attribute.

2. State and prove the Prophetical Office of Christ.

3. Explain, with proofs, the law that was first given to man for the rule of his obedience.

SECTION III.

1. Explain how the Patience of God is connected with his attributes of Justice and Goodness.

*2. Give the Scriptural account of the intercessory part of Christ's Priesthood.

3. Prove the loss of communion with God consequent upon the Fall.

SECTION IV.

1. Prove that the First Commandment requires us (1) to fear God; (2) to love him supremely.

2. Explain "I am a jealous God."

*3. Shew and prove, in connection with the 5th Commandment, the duties of parental instruction and correction.

SECTION V.

1. Prove the duty of praying for others, exemplifying the practice in Scripture characters.

2. Explain fully what is meant by "bread" in the 4th Petition of the Lord's Prayer.

*3. Explain what is meant by "debts," and generally what we ask of God in the 5th Petition of the Lord's Prayer.

ARITHMETIC.

TWO *hours and a* HALF *allowed for this Paper.*

Students are not permitted to answer more than *one* Question in each Section.

The *solution* must in every instance be given *at full length.* A correct answer, if unaccompanied by the solution, or not obtained by an intelligible method, will be considered of no value.

SECTION I.

* 1. Express in figures two hundred and four millions, thirty thousand, nine hundred and one (one amount), and in words 701000609.

* 2. Purchased 49 lbs. at $8\frac{1}{2}d.$ a lb.; 17 ounces at $1s.$ $1\frac{1}{2}d.$ an oz.; 15 yards at $4\frac{1}{4}d.$ per yard; 30 articles at $2s.$ $5\frac{1}{2}d.$ per dozen. How much change ought I to have left out of a £10 note?

* 3. If a tradesman buys an article at $5s.$ the lb., and retails it at $6d.$ an ounce; what gain will he make on an outlay of £6, and what is the gain per cent.?

* 4. A wall is 6 yards 2 feet long, and 5 feet 3 inches high, what will it cost to paper it with paper $\frac{3}{4}$ of a yard wide, which costs 3 farthings a yard?

* 5. Write out a table of long measure. How many square inches are there in 3 acres 2 roods 13 poles?

* 6. Make a bill of these articles—13 loaves at $9\frac{1}{2}d.$ a loaf; 5 yards 3 nails at $1s.$ $2d.$ per yard; 17 gallons 3 pints at $11d.$ a gallon; 16 lbs. 5 ozs. at $10d.$ per lb.; and 6 cwt. 2 qrs. 21 lbs. at $2s.$ $6d.$ per cwt.

SECTION II.

* 1. Find the value of

$$[503407 \times 82] - [3792 \times 48] + [94185 \div 273].$$

2. If the equatorial circumference of the earth be taken as 25000 miles, and the earth revolve in 24 hours exactly, how long will a point on the equator be in describing 1260 miles?

3. Find the least common multiple of 891, 972, 924.

SECTION III.

1. Simplify

$$\frac{14\frac{1}{4} - 6\frac{1}{2}}{3\frac{1}{3} + 7\frac{1}{5}} \div \frac{4\frac{1}{12} + 6\frac{1}{8}}{9\frac{1}{5} - 3\frac{1}{4}} + [30\tfrac{7}{18} - 22\tfrac{3}{8}]$$

* 2. Suppose the number of 1st class passengers in a railway train to be 56, paying $3d.$ a mile; the number of second class 94, paying $2d.$ a mile; and the number of 3rd class passengers 120, paying $1d.$ a mile; the 1st class passengers travel on an average 20 miles each, the 2nd class 16 miles each, the 3rd class 10 miles each. What is the money received for this train?

3. Calculate the value of

$$\frac{1}{1.2.3}+\frac{1}{2.3.4}+\frac{1}{3.4.5}+\frac{1}{4.5.6}+\ldots$$

to 4 places of decimals.

SECTION IV.

1. Represent 10 tons 12 cwt. 2 qrs. 20 lbs. in tons and decimals of a ton.

2. The rents of a parish amount to £2340 17*s.* 6*d.*, a rate is levied of £137 10*s.* 8*d.* how much in the pound is the rate, and what will be paid on an estate rented at £143 9*s.* 10*d.*?

3. If 48 feet of Cremona are equal to 56 English feet, and the French metre be 39.371 English inches; find the value of the foot of Cremona in metres, and the value of the metre in feet of Cremona.

SECTION V.

1. Find the value of 457 articles at £14 17*s.* 9½*d.* by Practice, and then turn the price into pounds and decimals of a pound, and do the same question by Multiplication.

2. Prove the rules for multiplying a fraction by a fraction, and for dividing a fraction by a fraction.

3. If when I sell cloth at 10*s.* per yard I lose 5 per cent., how much shall I gain or lose per cent. by selling it at 12*s.* 6*d.* per yard?

SECTION VI.

1. A square court yard has to be paved at 1*s.* 2*d.* per square foot. The total cost is £48. What are its dimensions?

2. Find the value of 25 acres, 1 rood, 16 poles, 10 square yards, at £125 10*s.* 6*d.* per acre.

3. If a man pays the same amount of Income Tax when it is raised from 6*d.* to 9*d.* per £1, how much per cent. has his Income diminished? and if he pays twice as much when it is reduced to 4*d.* per £1, how much per cent. has it increased?

SECTION VII.

1. Find the simple interest for 2 years, 9 months, on £1,784 16*s.* 8*d.*, at 3¼ per cent. per annum.

2. Find the discount on a bill of £546 10*s.* 8*d.* due 4 months hence at 4½ per cent.

3. I invest £1,000 in the 3 per cents. at 88⅛ (interest paid half-yearly); six months after, I sell out at 92 and invest principal and interest in a 3 per cent. stock at 68·15, what will my income now be?

GRAMMAR AND COMPOSITION.

Every Candidate is required to paraphrase one passage and to do the parsing in Section IV.

SECTION I.

1. What is an *Article?* Show that an article may be reckoned among adjectives. What are the rules for comparison of adjectives?

2. What is a *Noun?* Classify nouns. May an adjective be called a noun? How are nouns ending in *ness* or *ity* generally formed? What is their general characteristic?

* 3. What is a *Verb?* What are the grammatical parts of the verb? Write down the first persons plural of all the tenses active and passive of the verb *teach*, giving them their proper names.

SECTION II.

* 1. What is an *auxiliary* verb? Make a list of English auxiliary verbs. Show how they are used. Explain particularly the two forms of the English future tense.

2. What is a *conjunction?* Classify the conjunctions, and give instances of each class.

3. How are adverbs formed? How are they compared? Give examples of adverbs of *manner*, *time*, *place*. Give instances of adverbs used as conjunctions, conjunctions used as adverbs.

SECTION III.

1. Write down, in all cases singular and plural, *hic homo.*

2. Decline *ego*, *ille*, and *unusquisque.*

3. Write out the subjunctive mood, passive, of *moneo.*

SECTION IV.

* Paraphrase one of the following passages, and parse the words in italics:—

"Oh, lives *there* one, who mocks his artless zeal—
Too proud to worship, and too *wise* to feel?
Be his the soul with wintry reason blest,
The dull lethargic *sovereign* of the *breast!*
Be *his* the life *that* creeps in dead repose,
No joy that sparkles, and *no* tear that *flows!*"

HEBER'S PALESTINE, 299–304.

Or,

"*Unoccupied* by sorrow of *its* own,
His heart *lay* open; and by nature *tuned*
And constant disposition of his thoughts
To sympathy with man, he was alive
To *all* that was enjoyed *where'er* he went,
And all *that* was endured."

WORDSWORTH'S EXC., B. I., 361–366.

SECTION V.

* Rewrite in prose one of these passages:—

"Yet oft their hearts with kindling hopes would burn
Their destined triumphs, and their glad return;
And their sad harps, which, silent and unstrung,
In mournful ranks on Babel's willows hung,
Would oft awake to chaunt their future fame,
And from the skies their lingering Saviour claim.
His promised aid could every fear control;
This nerved the warrior's arm, this steeled the martyr's soul!
Nor vain their hope; bright beaming from the sky
Burst in full blaze the Day Spring from on high;
Earth's utmost isles exulted at the sight,
And crowding nations drank the orient light."

Or, HEBER'S PALESTINE, 211–222.

"An irksome drudgery seems it to plod on
Through hot and dusty ways, or pelting storm,
A vagrant merchant under a heavy load
Bent as he moves, and needing frequent rest.
Yet do such travellers find their own delight,
And their hard service, deemed debasing now,
Gained merited respect in simpler times,
When squire and priest and they who round them dwelt
In rustic sequestration—all dependent
On the pedler's toil—supplied their wants,
Or pleased their fancies with the wares he brought."

WORDSWORTH'S EXC., B. I., 322–332.

SECTION VI.

1. Explain these epithets which occur in Heber's Palestine—*lurid* light, *gaunt* famine, *meagre* want, *orient* light, *cumbrous* ruin, *prescient* ardour, *whispering* reed, *scorpion* curses, *madly blithe;* and the words *morion, dank, sigil, bickering, falchions, grizzly vampire.*

2. Explain these epithets which occur in the Excursion—*garrulous* age, *breezy* elms, *lank* slips, *uncouth* figures, a *rueful* thing, an *untoward* mind, the *cumbrous* bind-weed, *listless* hands, *austere* truth; and the words *itinerant, equipoise, dalliance, wistfully, lore, ecstasy, garniture.*

SECTION VII.

1. Write a short account of the plan on which Heber's poem is constructed.

Or, Describe in prose, a pedler's life, as Wordsworth has depicted it.

*2. Write a short and simple account of a School Festival or Excursion.

SCHOOL MANAGEMENT.

No questions are specially indicated to Acting Teachers in this paper. They are advised to select those questions which appeal most directly to their actual experience.

Write the first line of your first answer as a specimen of copy-setting in *large text hand*, and the first line of your second answer as a specimen of copy-setting in *small hand.*

SECTION I.

1. In your lower standards, which will you try to correct first, faults of articulation, or of vowel pronunciation? and why?

2. Give instances of common faults of *emphasis;* and of *intonation.* What general rules would you give, in a first class, for example?

3. Shew by examples, that without some knowledge of the grammatical construction of sentences, it is scarcely possible to secure good reading in your upper standards.

SECTION II.

1. How do children mostly learn to spell correctly? What is the use of transcription? How would you correct the spelling of transcription with a large class (Standard II.)?

2. What are the advantages and disadvantages of Spelling Books? What do Spelling Books generally contain besides the mere exercises in spelling?

3. Why, in giving a dictation lesson, should you give out the words only once? Is this rule always to be observed? When and why should you sometimes repeat twice or three times? How do you teach punctuation?

SECTION III.

1. What are the disadvantages of letting boys write small hand too soon?

2. What are the best copy books for writing that you have seen? Describe what is wanted in a good copy book. Write a row of figures which you would wish your boys to imitate.

3. Write out a model specimen of a bill receipted, and explain the reasons for each part, and for your arrangement of it. Also write a model specimen for the direction of a letter, giving the reasons for its arrangement.

SECTION IV.

1. Write out notes for a lesson on Subtraction to beginners.

2. Write out notes for a first lesson on Practice; explaining clearly what is meant by aliquot parts.

3. How do you teach Long Division? Write out a sum in Long Division in which in every line the figures shall have their real numerical value. Shew that there is no need to put down the subtrahend when boys have made some progress.

SECTION V.

1. What work would you give to your first class for home lessons? Give your reasons in full.

2. What would you make your second or third classes commit to memory? Write down directions for a Pupil Teacher who is about to hear the boys repeat their lessons.

SECTION VI.

1. What are the advantages of singing lessons, and drawing lessons? of drill and marching in time? Draw up a time table for a small mixed school of 60 children (agricultural) where you may expect very young children only (none above 11).

SECTION VII.

N.B.—This section may be omitted by students who are proceeding to a second year's residence.

What are the registers required to make accurate returns to the Committee of Council in inspected schools? Give a specimen page of each.

How do you find the average attendance for the year?

BRITISH HISTORY.

Candidates who confine themselves to the Questions in Scottish History will not obtain full marks for this paper.

SECTION I.

1. The division of England in the time of the Heptarchy, with a particular account of the kingdom of Mercia.

* 2. What political institutions of the Anglo-Saxons can be traced in the institutions of the present time?

3. The Danish kings of England, with a character of Canute (or Knut).

Or (in Scotland only),

The reign of Alexander III.

SECTION II.

1. The Crusades; their object, number, results—and the part taken in them by English sovereigns or princes.

* 2. The events of the reign of Edward I., and a particular account of what took place regarding the succession to the Scottish throne in his time.

3. The events of the reign of Richard II.

Or (in Scotland only),

* The life and adventures of Robert Bruce.

SECTION III.

* 1. The wars of Henry V.; his character. The progress of parliamentary power under his reign.

2. The dates and results of these battles; St. Alban's (2), Mortimer's Cross, Towton, Hexham, Barnet, Tewkesbury. The character of Margaret, queen of Henry VI.

3. An account of the "Pilgrimage of Grace" in the reign of Henry VIII.; its cause, and results.

Or (in Scotland only),

The reign of James V.

SECTION IV.

1. The administration of Ireland in the reign of Elizabeth.

* 2. The causes which led to the downfal of the Stuart dynasty, and the revolution of 1688.

3. The "Declaration of Indulgence," "The Test Act," "The Exclusion Bill," The Declaration of Right." Explain what these were.

SECTION V.

* 1. The exploits of the Duke of Marlborough.

* 2. The insurrection of the Jacobites in the 18th century.

3. The conquest of Canada.

SECTION VI.

* 1. The methods of proceeding in Parliament for raising revenue for the public service.

2. The chief statesmen of the reign of George III., with a particular account of William Pitt.

3. The state of the Representation before the Reform Bill, and the chief changes introduced by that Statute

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GEOGRAPHY.

SECTION I.

Draw a map of Europe; *or*,

The Spanish Peninsula; *or*,

* England.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION II.

Describe the course of the Danube; *or*
The river and lake system of Ireland; *or*
* The mountain system of Europe.

SECTION III.

1. The main physical features of the Australian Continent, the directions of its mountain ranges and rivers, and the geological character of the parts which are best known.

* 2. The names of the different Australian Colonies, their limits, chief towns, date of settlement, and peculiar circumstances.

SECTION IV.

1. The chief articles of commerce between this country and the Australian dependencies. The value of exports and imports.

2. The history of settlement in New Zealand, the divisions and chief provinces of the Colony, its climate, and natural products.

SECTION V.

1. Tasmania, its discovery, first settlement, climate and productions, and chief towns; a small sketch map should be given.

2. An account of the most noted exploring expeditions in Australia.

3. The form of government of New South Wales. Postal arrangements with Great Britain. Mode of proceeding for intending emigrants.

* 4. Where are the following places:—*Panama, Suez, Trieste, Singapore, Aden, Marseilles, Chicago, New Orleans, Malta, Mauritius?* What makes the situation of each of them important?

SECTION VI.

* Make notes on the following passage, to stimulate the intelligence of a class which has been reading it, and explain anything that may require it:—

"Look at the condition of man in the lowest state in which we are acquainted with him. Take the native of New Holland, advanced only a few steps above the brute creation, and that principally by the use of fire; naked, defending himself against wild beasts, or killing them for food, by weapons made of wood hardened in the fire; living only in holes dug out of the earth, or in huts rudely constructed of a few branches of trees

covered with grass; having no approach to the enjoyment of luxuries, or even comforts; having a language scarcely articulate, relating only to the great objects of nature, or to his most pressing wants, and living solitary or in single families, unacquainted with religion, government, or laws."

Constable's Educational Series, Fifth Reading Book, p. 254.—Ed^{n}. 1860.

EUCLID.

Acting Teachers are not obliged to take this Paper.

SECTION I.

1. Define *superficies, angle, figure, segment* of a circle, *diameter, square, trapezium.* Comment on Euclid's definition of a square.

2. Define *postulate, axiom.* Write down the postulates.

What instruments does Euclid suppose a student to have? Some persons call the 12th axiom a postulate —write it down, and discuss this assertion.

3. From a given point draw a straight line equal to another given straight line.

Draw the figure, (1) when the given point is in the middle of the given line, and (2) when the given point (not being in the given line) is joined to the more remote extremity of the given line.

SECTION II.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have also the angles contained by those sides equal to one another, they shall also have their bases or third sides equal.

If the words "each to each" were omitted, what ambiguity would ensue?

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by the two sides of the one shall be equal to the angle which is contained by the two sides, equal to them, of the other.

Why cannot this be assumed to be true as *the converse* of the proposition in Question I.? When is one proposition the true converse of another?

3. Draw a straight line at right angles to a given straight line from a given point in the same. What is

the corollary to this proposition? Define "*corollary.*" What objection may be made to this corollary as it is here placed?

SECTION III.

1. If one side of a triangle be produced, the exterior angle shall be greater than either of the interior opposite angles.

Construct a series of triangles of equal area on the same base, whose vertices are equidistant.

2. Any two sides of a triangle are together greater than the third side.

How is the distance of a point from a line measured? Shew that this measure is the shortest distance.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them of the other, the base of that which has the greater angle shall be greater than the base of the other.

Shew the necessity of the condition introduced before the construction, in the demonstration of this proposition.

SECTION IV.

1. If a straight line falling on two other straight lines, make the exterior angle equal to the interior and opposite angle on the same side of the line, or make the interior angles on the same side together equal to two right angles, the two straight lines shall be parallel to one another.

The line joining the middle points of the sides of an isosceles triangle is parallel to the base.

2. All the exterior angles of any rectilinear figure are equal to four right angles.

How must this proposition be modified when the figure has re-entrant angles?

3. Triangles on equal bases and between the same parallels, are equal to one another.

The four triangles into which a parallelogram is divided by its diagonals are equal.

SECTION V.

1. The complements of the parallelograms which are about the diameter of any parallelogram, are equal to one another.

Explain the terms "complement," "about the same diameter;" and define "gnomon."

2. Describe a square on a given straight line.

Make a square equal to a given triangle.

3. If a straight line be divided into any two parts the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the two parts.

If the parts are equal, how can this enunciation be modified? Divide a given straight line into two parts, such that the sum of the squares on the two parts may be the least possible.

SECTION VI.

1. If a straight line be bisected and produced to any point, the square on the whole line thus produced, and the square on the part of it produced, are together double of the square on half the line bisected, and of the square on the line made up of the half, and the part produced.

Modify the 7th proposition of Book II. so as to include propositions 9 and 10 of this Book.

2. In every triangle the square on the side subtending an acute angle, is less than the squares on the sides containing that angle, by twice the rectangle contained by either of those sides, and the straight line intercepted between the perpendicular let fall on it from the opposite angle, and the acute angle.

3. Describe an isosceles obtuse-angled triangle, such, that the square on the largest side may be equal to three times the square on either of the equal sides.

MALE CANDIDATES—SECOND YEAR.

THE BIBLE.

ACTS OF THE APOSTLES.

SECTION I.

1. Give a sketch of the History of Damascus from the earliest times, as far as it can be collected from the Bible.

2. Who first preached the Gospel in Samaria? How were the boundaries of the Church subsequently enlarged, and in what order?

3. Who were the successive Governors of Judea mentioned in the New Testament? What office did Claudius Lysias hold? What is known of the history of Agrippa?

SECTION II.

1. A full account of the disturbances at Ephesus, their origin, and result. Explain clearly what was the

occupation of Demetrius; also the meaning of these expressions:—"The City of Ephesus is a worshipper of the great Goddess Diana;" "The Image that fell down from Jupiter;" "Robbers of Churches;" "Deputies;" "Town Clerk;" "Shrines."

2. Give an account of the origin of the office of Deacon, and the mode of appointment of Deacons. Why are they so called? What is meant by "Serving tables?" Who were the first Deacons? What were their duties?

3. Contrast the arguments used by the Apostles when addressing Jews and Gentiles respectively. What is the meaning of "Gentile," "Grecian," "Proselyte," "One that feareth God" (in its technical sense)? What was Cornelius in religion before his conversion to Christianity?

SECTION III.

Acts xv. 14—21.

"Simeon hath declared how God at the first did visit the Gentiles, to take out of them a people for His name. And to this agree the words of the Prophets; as it is written, "After this I will return, and will build again the tabernacle of David, which is fallen down; and I will build again the ruins thereof, and I will set it up: that the residue of men might seek after the Lord, and all the Gentiles, upon whom My name is called, saith the Lord, who doeth all these things." Known unto God are all His works from the beginning of the world. Wherefore my sentence is, that we trouble not them, which from among the Gentiles are turned to God; but that we write unto them, that they abstain from pollutions of idols, and from fornication, and from things strangled, and from blood. For Moses of old time hath in every city them that preach him, being read in the synagogues every Sabbath day."

Make notes on this passage, supposing it to have been read by a first class; you are to put down *all* the explanations which you suppose would be *necessary*.

The Epistle to the Hebrews.

SECTION IV.

1. What different suppositions have been made about the authorship of this Epistle? Give the principal arguments for and against its Pauline origin.

2. Explain the arguments by which the following conclusion is established:—

"There remaineth therefore a rest for the people of God."

3. What is the nature of a "Testament?" What conclusions does the Apostle draw from it? What is the nature of a Covenant? Why was the Jewish dispensation called the Old *Covenant?* What are the terms of the New Covenant?

SECTION V.

1. What Institutions of the Old Covenant are mentioned in the Epistle to the Hebrews? What explanation is given of them? "Of which we cannot now speak particularly." To what does this refer?

2. Give the definition of Faith (c. xi. 1) and explain it by a paraphrase. Give examples of faith in Enoch, Abraham, and Joseph. What is meant by the words, "By it the Elders obtained a good report?"

3. "Lest there be any fornicator, or profane person, as Esau, who for one morsel of meat sold his birthright. For ye know how that afterward, when he would have inherited the blessing, he was rejected; for he found no place of repentance, though he sought it carefully with tears." (c. xii. 16, 17.)

Explain these verses.

SECTION VI.

1. What arguments for the Divinity of our Lord are found in the Epistle to the Hebrews?

2. Explain these passages: (you are in each case to give the context):—

(ii. 16), "Verily He took not on Him the nature of angels." (v. 8), "Though He were a Son, yet learned He obedience." (viii. 4), "If He were on earth, He should not be a priest." (x. 26), "There remaineth no more sacrifice for sins." (xiii. 10), "We have an altar." (xii. 22), "Ye are come unto Mount Sion." (xiii. 15), "The fruit of our lips."

SECTION VII.

"Who through faith subdued kingdoms, wrought righteousness, obtained promises, stopped the mouths of lions, quenched the violence of fire, escaped the edge of the sword, out of weakness were made strong, waxed valiant in fight, turned to flight the armies of the aliens. Women received their dead raised to life again, and others were tortured, not accepting deliver-

ance; that they might obtain a better resurrection. And others had trial of cruel mockings and scourgings —yea, moreover, of bonds and imprisonment; they were stoned, they were sawn asunder, were tempted, were slain with the sword; they wandered about in sheepskins and goatskins, being destitute, afflicted, tormented (of whom the world was not worthy); they wandered in deserts and in mountains, and in dens and caves of the earth." (c. xi. 33—38.)

Make notes on these verses necessary for the instruction of a pupil teacher therein.

BOOK OF COMMON PRAYER.

SECTION I.

1. When was our Prayer Book issued in its present form? What previous changes had been made? What objections to the Services, as they now stand, have been made; and considered by authority?

2. What translations of the Bible into English existed before the authorized version? Are there any traces of these translations in our Prayer Book?

SECTION II.

1. Give an account of the service of Public Baptism of Infants. What parts of it are essential? How does the service of Baptism of Adults differ from that prescribed for Infants?

2. Give an analysis of the office for administration of Holy Communion.

SECTION III.

Write out the Magnificat, with notes for explanation of all passages in which children might find a difficulty.

SECTION IV.

1. Give the meaning and history of the words "Liturgy," "Sacrament," "Absolution," "Commination," "Godfather," "Creed," "Eucharist," "Chrism," "Bishop," "Priest," "The Ordinary."

2. How is the year divided ecclesiastically? How are the Moveable Feasts assigned in any particular year? What is meant by "Old Christmas Day" in the Calendar?

SECTION V.

Your answers to either of these questions to be simple, and intelligible to children.

1. Explain these sentences in the Psalms: "Thou tellest my flittings" (lvi. 8); "Let them fall away like

water that runneth apace" (lviii. 6); "The children of men are deceitful upon the weights" (lxii. 9); "Though ye have been among the pots, yet shall ye be as the wings of a dove" (lxviii. 13); "Thou smitest the heads of leviathan in pieces" (lxxiv. 15); "He shall refrain the spirit of princes" (lxxvi. 12).

2. Explain these sentences of the Psalms: "I am become like a pelican that is in the wilderness, and like an owl that is in the desert" (cii. 6); "The dew of thy birth is of the womb of the morning" (cx. 3); "The same stone which the builders refused is become the headstone in the corner" (cxviii. 22); I am become like a bottle in the smoke" (cxix. 83); "They shall not be ashamed when they speak with their enemies in the gate" (cxxvii. 6); "I have ordained a lantern for mine anointed" (cxxxii. 18).

SECTION VI.

Write out the Collect—"Blessed Lord, who hast caused all Holy Scripture to be written for our learning, * * * *," and explain it, as for children; and then make notes for a lesson to children, on the proper use to be made of the Bible, and the benefits to be expected therefrom.

SHORTER CATECHISM.

Scotland.

SECTION I.

1. Describe, with proofs, the power of God in his constant and universal Providence.

2. Give the Scriptural account of Original Sin in its effects on Man's understanding, will, and affections, towards God.

3. State and prove the Scriptural doctrine of Salvation by Grace alone.

SECTION II.

1. Shew that an apprehension of the Mercy of God in Christ is essential to repentance unto life.

2. Prove (1) the duty of Faith in Jesus Christ; (2) its power in overcoming the world.

3. Prove how Christ was exalted in sitting at the right hand of God the Father.

SECTION III.

1. Shew the perfection of the example given by our Lord, for imitation in our conduct towards men.

2. Explain, with proofs, the Scriptural doctrine of the personality and divinity of the Holy Spirit.

3. What do you understand as signified in the fact that more of the Commandments are *negative* than *positive*; and shew how the one always implies the other.

SECTION IV.

1. "I came not to destroy the law but to fulfil;" explain this text, and adduce others of the same import.

2. Specify some of the duties requir-d, and of the sins forbidden, that may be referred to more than one of the Commandments.

3. Which of the Commandments is *specially* directed to the regulation of the thoughts and desires of the heart?—and quote some of the Scriptural requirements of purity in these respects.

SECTION V.

1. "Thy kingdom come,"—explain this, as it is a kingdom of power and glory.

2. "Thy will be done,"—exemplify in Scripture characters the comforting use of this Petition.

3. Quote some of the promises and warnings connected with the third Commandment.

ARITHMETIC.

TWO *hours and a* HALF *allowed for this Paper.*

Candidates are not permitted to answer more than *eight* of these Questions.

The *solution* must in every instance be given *at full length.* A correct answer, if unaccompanied by the solution, or not obtained by an intelligible method, will be considered of no value.

Algebra may be employed in solving Questions in this paper. When arithmetical and algebraical solutions occur to you, you may exhibit them *both* side by side.

1. How much money must a person invest in the 3 per Cents., when the price is $90\frac{3}{8}$ per cent., in order that his half-yearly income may be £50?

2. Find the content of a block of stone 17 ft. 9 in. long, 14 ft. 3 in. broad, and 5 ft. 6 in. thick; and its price at 4*d.* per cubic foot.

3. The length of $\frac{1}{360}$ of the earth's circumference is about $69\frac{1}{22}$ miles; what is the earth's diameter, assuming that $\frac{7}{22}$ expresses nearly the ratio of the diameter of a circle to its circumference?

4. If the length of the year be taken at $365\frac{1}{4}$ days, the true length being 365·242264 days, how long will it be before the error amounts to a whole day? and

what is the error (hours, minutes, seconds) in a century?

5. Bought a quantity of goods for £47. 9*s.* 8*d.*, payable twelve months hence; sold them again for £57. 8*s.* 2*d.*, payable ¾ of a year hence; what was the gain in ready money, allowing discount at 4½ per cent.?

6. If 2 tons 3 cwt. 3 qrs. be sold for £112. 10*s.*, what was the rate of purchase per cwt., the profit having been 45 per cent.?

7. A garrison was victualled for 30 days; after ten days it was reinforced by 3,000 men; it was then found that the provisions would only last five days; what was the original number of the garrison, and how many men must be sent back to enable the rest to hold out 20 days?

8. If I have to pay a bill of £370. at 6 months' date from this time, and I pay £150. of it at once, what extension of time ought to be allowed for the payment of the remainder?

9. A lump of iron, containing 4 cubic feet, is rolled into a bar 16 yards long; what will be the diameter of the bar?

10. A man saves 3*d.* one week, 6*d.* the next, 9*d.* the next, and so on, always increasing his savings by 3*d.*; how long will it be before he has saved £50?

11. If 10,000 persons, each travelling 30 miles weekly, give a railroad company a receipt of £1,200 a week, how many persons, travelling each 25 miles weekly, will bring an income of £130,000 a year, the cost of travelling being reduced by one-third?

12. A grocer had 150 lbs. of tea, of which he sold 30 lbs. at 4*s.* 6*d.* per lb., and found he was only gaining 7½ per cent.; at what price must he sell the remaining 120 lbs., in order to gain 10 per cent. on his whole outlay?

GRAMMAR AND COMPOSITION.

You may answer *all* the Questions in either (not both) of the *first two* sections, and not more than *one* Question in each of the other six sections.

For Candidates in England and Scotland.

SECTION I.

SHAKSPEARE—*Julius Cæsar.*

"Over thy wounds now do I prophesy,—
Which *like* dumb mouths do *ope* their ruby lips,

To beg the voice and utterance of my tongue;
A curse shall *light* upon the loins of men;
Domestic fury and fierce civil strife
Shall cumber all the parts of Italy:
Blood and destruction shall be *so* familiar,
That mothers shall *but* smile, when they *behold*
Their infants quartered with the hands of war;
All *pity choked* with custom of fell deeds:
And Cæsar's spirit, ranging for revenge,
With Ate by his side, *come* hot from hell,
Shall in these confines, with a monarch's voice,
Cry Havoc! and let *slip* the dogs of war;
That this foul deed shall smell above the earth
With carrion men, *groaning* for burial."

1. Paraphrase this passage.
2. Parse the words in italics.
3. Analyse the last seven lines.
4. Give instances from this play of obsolete constructions, or of words which have passed out of common use, and explain them.

SECTION II.

Milton's Paradise Lost, Book VII.

"At *least* our envious Foe hath failed, who *thought*
All like himself *rebellious*, by whose aid
This inaccessible high *strength*, the seat
Of Deity Supreme, *us* dispossessed,
He trusted to have seized, and into fraud
Drew many, whom their place knows here no more
Yet far the greater part have *kept*, I see,
Their station; Heaven yet populous retains
Number sufficient to possess her realms
Though *wide*, and this high temple to frequent
With ministeries due and solemn *rites:*
But, *lest* his heart exalt him in the harm
Already *done*, to have dispeopled Heaven,
My *damage* fondly deemed, I can repair
That detriment, if such it be to lose
Self-lost."

1. Paraphrase this passage.
2. Parse the words in italics.
3. Analyse the first six lines.
4. Quote passages from this Book of Milton's Paradise Lost in which words unusual occur, or constructions which are different from those in common usage, and explain them.

SECTION III.

1. Paraphrase this passage:

"Between the acting of a dreadful thing
And the first motion, all the interim is
Like a phantasma, or a hideous dream:
The genius and the mortal instruments
Are then in council; and the state of a man,
Like to a little kingdom, suffers then
The nature of an insurrection."—SHAKSPEARE'S *Julius Cæsar.*

2. Give an analytical account of the 2nd Act of the Play.

SECTION IV.

Paraphrase this passage:

"There wanted yet the master work, the end
Of all yet done; a creature, who, not prone
And brute as other creatures, but endued
With sanctity of reason, might erect
His stature, and upright with front serene
Govern the rest, self-knowing, and from thence
Magnanimous to correspond with Heaven,
But grateful to acknowledge whence his good
Descends, thither with heart, and voice, and eyes
Directed in devotion, to adore
And worship God supreme."—MILTON'S *Paradise Lost*, Book VII.

2. Give a full account of the introduction to the creation of all things, as described by Milton in this Book.

SECTION V.

1. Describe the character of Antony, as he is represented by Shakspeare, or that of Cassius. What is said in this play of the character of Cicero?

2. Explain these expressions: (from *Jul. Cæsar*):—

"Were I a common jester, or did use
To stale with ordinary oaths my love
To every new protector."

"Thy honourable metal may be wrought
From that it is disposed."

To "hurtle," "reason to my love is liable," "the dint of pity," your words "rob the Hybla bees."

SECTION VI.

1. Explain these expressions in Milton's Paradise Lost, B.VII., "inhabit lax," "as drops conglobing from the dry," "with frizzled hair implicit," "by tincture or

reflection they augment their small peculiar," "they quit the dank," "those waved their limber fans for wings."

2. Quote from this Book any passages supposed to have a political meaning, and explain them.

SECTION VII.

1. Write a letter describing the important public events of the last year.

Or, 2. A letter of advice to a young man just about to take charge of a school.

Or, 3. Give an account of some manufacturing or agricultural process with which you may be acquainted from *personal* inspection (not from books only).

SECTION VIII.

1. Distinguish between transitive and intransitive verbs. Give instances of transitive verbs followed by two objective cases. How do you explain the objective case in such examples as these? "They have slept their sleep." "He went his way."

2. When ought the subjunctive mood to be used? What has been the course of change in English grammar in this respect?

3. Show that prepositions not followed by a substantive, may be used as adverbs. What is the proper position in a sentence for an adverb which qualifies (1) a verb, (2) an adjective? Can adverbs of degree qualify verbs?

For Candidates in Scotland ONLY.

Alternative to Sections I, II, III, IV, V, and VI.

You may translate *either* (not *both*) of the passages given; and you *must* attempt the parsing of the words in the passage you translate; you may then answer all or any of the subsequent questions; but translation will gain *no* marks without the parsing.

SECTION I.

Translate into English—

"Cæsar, equitatu præmisso, subsequebatur omnibus *copiis;* sed ratio, ordoque agminis aliter se habebat, ac Belgæ ad Nervios *detulerant.* Nam, ut hostes *adpropinquabat, consuetudine* sua Cæsar sex legiones expeditas ducebat: post eas totius exercitus impedimenta collocabat: inde duæ legiones, quæ proxime conscriptæ erant, totum agmen claudebant, *præsidioque impedimentis* erant. Equites nostri, cum funditoribus sagit-

tariisque flumen *transgressi*, cum hostium *equitatu* prælium committunt. Quum se illi identidem *in silvas* ad suos receperant, ac rursus e silva in nostros impetum facerent, neque nostri longius, quam *quem* ad finem porrecta ac aperta loca pertinebant, cedentes insequi *auderent*, interim legiones sex, quæ primæ venerant, opere dimenso, castra munire cœperunt. Ubi prima impedimenta nostri exercitus ab iis, qui *in silvis* abditi latebant, visa sunt, quod tempus inter eos *committendi* prælii convenerat, ut intra silvam aciem ordinesque constituerant, atque ipsi sese confirmaverant, subito omnibus copiis provolaverunt, impetumque in nostros equites fecerunt." *Cæs. de Bell. Gall.*, ii. 19.

Parse (with accidence and syntax) the words printed in italics.

SECTION II.

(*a*) Translate into English—

"Hic quondam morbo coeli miseranda *coorta* est
tempestas, totoque auctumni incanduit aestu,
et genus omne neci pecudum dedit, omne ferarum;
corrupitque lacus; infecit pabula tabo.
Nec via mortis erat simplex; sed ubi ignea venis
omnibus *acta* sitis miseros adduxerat artus,
rursus abundabat fluidus liquor, omniaque in se
ossa minutatim morbo *collapsa* trahebat.
Hinc laetis vituli *vulgo* moriuntur in herbis,
et dulces animas plena ad *praesepia* reddunt.
Ecce autem duro fumans sub *vomere* taurus
concidit, et mixtum spumis vomit ore cruorem,
extremosque ciet gemitus. It tristis arator,
moerentem abiungens fraterna morte iuvencum,
atque opere in medio defixa relinquit aratra.
Non umbrae altorum nemorum, non mollia possunt
prata movere animum, non, qui per saxa volutus
purior electro campum petit amnis; at *ima*
solvuntur latera, atque oculos stupor urget inertes,
ad terramque fluit devexo pondere cervix.
Quid labor aut benefacta iuvant? quid vomere terras
invertisse graves? Atqui non Massica Bacchi
munera, non illis epulae nocuere repostae;
frondibus et victu pascuntur *simplicis* herbae;
pocula sunt fontes liquidi, atque *exercita* cursu
flumina; nec sommos abrumpit cura salubres.
Praeterea iam nec mutari pabula *refert*,
quaesitaeque nocent artes; cessere magistri,
Phillyrides Chiron, Amythaoniusque Melampus."

(*b*) Parse (with accidence and syntax) the words printed in italics.

(*c*) Give the first person singular, present and perfect (indicative mood), with the infinitive and supine (if any) of each of the following words :—

Corrupit, infecit, trahebat, reddunt, vomit, relinquit, solvuntur, pascuntur, quæsitæ, nocent, cessere, mærentem.

(*d*) Translate into Latin :—

He pretends to be mad.

Both you and Balbus have sinned.

He answered that the place pleased him too.

He is such as he has ever been.

It is a sin not to obey one's parents.

Nobody is so powerful as to be able to do all that he wishes.

This boy strives to learn nothing.

This boy will not strive to learn anything.

SCHOOL MANAGEMENT.

No part of the first Section may be omitted by any candidate. Not more than *one* Question is to be answered in each of the remaining Sections.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

What is the meaning of the word "average?" Give a full explanation of it.

What is the *exact* method of finding the three following numbers from Class Registers :—

(1) The average weekly attendance.
(2) " quarterly "
(3) " yearly "

What are the particulars required by the Committee of Privy Council on Education, to be given from the School Registers in the Annual Return (Form ix.) which the managers have to make? How should the Registers be constructed, and kept, so as to give these particulars with the greatest accuracy, and the least delay?

Having found your average annual attendance for the whole school, how will it be affected by finding that some of the children are not of that class for whose education public aid is offered by the Government?

SECTION II.

Write a letter to the Managers of a new Town School for which you might be just appointed. Suppose that you are requested to say what furniture and appliances would be necessary to fit up a School-room for 100 Boys, and what books should be provided. Sketch a School-room, shewing (the fire-place, windows, and doors being placed,) where the desks, cupboards, &c., should be fixed.

SECTION III.

Write out a Time Table for one of these cases—

(1) A school of 200 children (average attendance)—one Master, and three Pupil Teachers.

(2) A mixed school of 50 children (average attendance) of all ages—one Master, and a sewing Mistress engaged for the girls.

SECTION IV.

1. How would you endeavour to correct a habit of coming late to School; (1) When the offenders are few; (2) When they are numerous?

2. What means are there of diminishing noise in a School-room? What are the advantages of drill?

3. What are the occasions on which you will report faults to the Managers? How will you deal with faults of discipline, of idleness, of insubordination, respectively?

SECTION V.

Write out notes for a lesson on honesty, or truthfulness.

SECTION VI.

A boy has left your school to go out to service as a groom. Write a letter to him warning him of the temptations of his place, and giving him good advice as to his conduct, diligence, and companionships; (you can keep in mind some boy whose character has been well known to you.)

BRITISH HISTORY.

You are to answer Questions in *one* Section only.

SECTION I. (Before A.D. 1272.)

1. What traces still remain of Danish invaders of Britain?

2. What was the office of "*Bretwalda?*" Give some account of Redwald of East Anglia, the Fourth Bretwalda; and Edwin of Deira.

3. Some account of the intercourse between Offa and Charlemagne; and of Alcuin.

4. An account of Earl Godwin and his family.

5. The history of Robert, Duke of Normandy, the eldest son of William I.

6. The state of England under the reign of Stephen.

7. What were the causes of dispute between King John and the Pope? Explain "Investiture," "Excommunication," "Interdict." Give the principal provisions of the Great Charter.

SECTION II. (To the Battle of Bosworth.)

1. The conquest of Wales by Edward I.

2. The history of John Balliol and his son.

3. What was the claim of Edward III. to the Crown of France? How was it maintained, and what was the largest extent he ever held of Continental territory?

4. The conspiracy of the Percys in the reign of Henry IV., and the subsequent rebellion of the Welsh under Owen Glendower.

5. The progress of the House of Commons, and the diminution of the Royal prerogative under the Lancastrian Kings.

6. The character and history of Margaret of Anjou.

7. What were the chief sources of wealth at this time? To what was owing the increasing importance of the boroughs? What were the means of locomotion? and what were the main staples of trade?

SECTION III. (To the Death of Queen Elizabeth.)

1. What was the state of Ireland under the reign of Henry VII.? What was Poynings Statute?

2. Give instances of the avaricious disposition of Henry VII.; and of the illegal proceedings he adopted to procure treasure. In what respect is his memory deserving of respect?

3. The rise and fate of Cardinal Wolsey. His domestic and foreign policy.

4. The war with Scotland in 1544. The character and death of Cardinal Beaton.

5. The history of Lady Jane Grey.

6. The character and policy of Cardinal Pole; the measures adopted in Queen Mary's reign to restore Ecclesiastical property.

7. What was the state of Scotland during the imprisonment of Queen Mary of Scotland in England, and under the Regents Murray and Lennox?

8. What defences were prepared in England against the Spanish Armada? Who were the most noted naval commanders of this time? Give an account of one of them.

SECTION IV. (To the year 1660.)

1. The questions of "Privilege of Parliament" in the case of Goodwin and Fortescue, in the 1st Parliament of James I. And also in the case of Shirley.

2. The exploits and fate of Sir Walter Raleigh. Discuss the legality of his sentence.

3. The modes of raising money under Parliamentary authority, and without it, in the reign of Charles I. Discuss Hampden's case.

4. The attempts made to introduce Episcopacy and a Liturgy into Scotland, and their result.

5. The chief leaders in the civil war on both sides. Where, when, and with what success, were these battles fought:—Edgehill, Devizes, Newbury, Copredy Bridge, Marston Moor, 2nd Battle of Newbury, Naseby?

6. The campaign under Montrose in Scotland (1645), and the Scottish campaign of Cromwell in 1650.

7. The character of Cromwell's administration of Scotland.

8. What were the provisions of the "Instrument of Government" in which Cromwell was declared "Lord Protector?" Were they strictly observed? Give instances.

SECTION V. (To the year 1789.)

1. The causes and the events of the war with the Dutch, which began in 1665, and the conditions of the peace of Breda (1667).

2. The life and character of Edward Hyde, Earl of Clarendon.

3. The policy of Charles II. in Scotland, and the chief events which distinguished his reign in that country.

4. An account of the progress of the Prince of Orange, from his landing till the King's flight (1688).

5. What were the chief difficulties which beset the Government of William III.? Give a succinct account of the measures taken to overcome them.

6. The union with Scotland, the negotiations which brought it about, its terms and conditions. (1706.)

7. The character of Walpole as a Minister and in opposition; his conduct as to the trial of the Earl of Oxford. (1717.)

8. The most notorious financial schemes of the times of George I. and George II.

SECTION VI. (To the year 1815.)

1. The case of Warren Hastings.

2. The attempts to invade England and Ireland in 1797. What other events of this year showed great public insecurity?

3. What was the progress made in increasing, and what attempts were made to diminish, the National Debt in the reign of George III.?

4. The influence on public affairs of the question of the Roman Catholic claims during this period, and the history of their final settlement.

5. The trial of Lord Melville in 1806. Mention any other cases in which charges of a similar kind have been made against high officers of the Crown.

6. The exploits of Admiral Lord Nelson.

7. The Walcheren Expedition, its consequences, the political questions which grew out of it, especially in respect of the privileges of the Commons.

8. The increase of trade during this period.

GEOGRAPHY.

SECTION I.

Draw a map of—

1. Scotland;
2. British India; *or*
3. Canada, and the provinces which it is proposed to join in Confederation.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION II.

Describe, *in words,*—

1. The river system of India;
2. The Eastern coast of Great Britain; *or*
3. The basin of the Severn.

SECTION III.

1. The political divisions of the country subject to

the Governor General of India, and an account of the changes recently introduced into the government of that dependency.

2. The history of the South African Colonies.

3. The history of British possessions in the West Indies.

SECTION IV.

1. An account of the Trade in Wool.

2. The British Fisheries; particularly of herrings, whale, and cod.

3. Our commerce with the Australian colonies, and the changes of the last twenty years.

SECTION V.

Draw up notes for a lesson to your Pupil Teachers on—

1. Emigration, the advantages or disadvantages of different colonies.

or 2. The timber trade.

or 3. Latitude and longitude.

SECTION VI.

1. Give directions for drawing a map of Europe with the lines of latitude and longitude.

2. Explain the construction of a horizontal Sun-dial.

SECTION VII.

1. What are the difficulties of representing on plane surfaces, portions of the earth's surface, which is spherical? What are the methods usually adopted for overcoming these difficulties?

2. How are the lines called Tropics and Arctic and Antarctic circles determined? What are isothermal lines?

SECTION VIII.

What is the best method of teaching children to understand a map? Draw up notes for a lesson on this subject:

EUCLID.

SECTION I.

1. Define equal circles; a straight line touching a circle; touching circles; segment, and sector of a circle; the angle in a segment; the angle of a segment, and similar segments.

When is a figure inscribed in a circle? When is a figure inscribed in a triangle?

2. If any two points be taken in the circumference

of a circle, the straight line which joins them shall fall within the circle.

Prove this proposition directly, as well as by Euclid's method.

3. If in a circle two straight lines cut one another, which do not both pass through the centre, they do not bisect each other.

Where is this proposition subsequently assumed, or referred to?

SECTION II.

1. If two circles touch one another externally in any point, the line which joins their centres must pass through the point of contact.

If two circles touch one another there can be but one tangent to both at the point of contact.

2. Draw a straight line from a given point, without a circle, to touch the circle.

Shew that this admits of two solutions, and draw two lines touching a given circle, both parallel to a given straight line.

3. The angles in the same segment of a circle are equal to one another.

Find the locus of the vertices of all triangles on a given base having the sum of the squares of the sides equal to a given square.

SECTION III.

1. In equal circles, equal angles stand upon equal circumferences, whether they be at the centre or at the circumference.

If parallel lines cut a circle, the intercepted arcs are equal to one another.

2. If a straight line touches a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles in the alternate segments of the circle.

AB, BC are two chords of a circle, AB is produced to D, shew that the angle CBD is equal to half the sum of the angles which AB, and BC subtend at the centre of the circle.

3. If two straight lines cut one another within a circle, one of them passing through the centre, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

If any two chords be drawn in a circle per-

pendicular to each other, the sum of their squares is equal to twice the square of the diameter, diminished by four times the square of the line joining the centre with their point of intersection.

SECTION IV.

1. If from any point without a circle there be drawn two straight lines, one of which touches the circle and the other meets it; if the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, be equal to the square of the line which meets it, the line which meets shall touch the circle.

If lines be drawn from a given point in the circumference of a circle, such that the rectangles between the whole lines and the parts of them without the circle be constant, the locus of their extremities shall be a straight line.

2. About a given circle describe a triangle equiangular to a given triangle.

Prove that the lines drawn according to Euclid's construction will meet one another.

3. Inscribe a square in a given circle.

Shew that the inscribed square is equal to twice the square of the radius, and also that it is equal to half the circumscribed square.

SECTION V.

1. Inscribe an equilateral and equiangular pentagon in a given circle.

Divide a right angle into five equal parts.

2. Inscribe an equilateral and equiangular quindecagon in a given circle.

3. Shew that there are only three regular figures that can be used to fill up the space round a point in a plane.

SECTION VI.

1. A flag-staff of given height is erected upon a tower, whose height is also given, at what point in the horizontal line through the foot of the tower will the flag-staff appear under the greatest possible angle?

2. If any chord of a circle be drawn and produced equally both ways, and tangents be drawn from the extremities of this line on opposite sides of it, the line joining the points of contact bisects the given chord.

3. The opposite sides of any equiangular rectilineal figure must be parallel, if the number of sides is even.

MALE CANDIDATES—FIRST AND SECOND YEARS.

ECONOMY.

Candidates are not permitted to answer more than *one* Question in a Section.

Acting Teachers who take this Paper at all may confine themselves to the Questions marked with an asterisk (*).

SECTION I.

* Write out the scheme of a lesson to children on the furniture of a room; the trades which supply the different articles; the amount of labour required in each case; the difference in the mode of production of articles of wood, metal, and textile fabric.

SECTION II.

1. Explain the ordinary process of digestion, and deduce from it the reasons why food should be cooked; why vegetables are a useful part of diet; and why moderation in eating and drinking is so necessary.

* 2. What are the respective advantages of different modes of warming apartments? What are the principles to be attended to in order to secure proper temperature, and proper ventilation?

SECTION III.

* 1. Explain the mechanical principle of the common pump. Why does pouring down water make a pump, which has been out of use, "fetch the water" more readily?

2. Explain, as for children, the mechanical action of steam in the common locomotive engine.

3. Explain the difference in the properties of wrought iron, cast iron, and steel; and from common examples show the importance of attending to it.

SECTION IV.

* Write notes for a lesson to an upper class on "Savings Banks;" their history, advantages, mode of proceeding to invest in the Government Savings' Bank, how to draw money, how children can invest, and any other important points.

SECTION V.

1. What is meant by "Division of Labour"? Give instances of it in the manufacture of some article of universal demand.

* 2. What is Rent? Capital? Stock-in-Trade? Rating Value? What are the necessary outgoings

of a Farmer? What are the objects for which Rates are levied in a Parish—(1.) In Towns.—(2.) in the Country?

SECTION VI.

* 1. Who have Votes for returning Members to Parliament—(1.) In a Borough—(2.) in a County? Give an account of the proceedings for electing a Member of Parliament.

2. What are the principles of modern legislation in respect of trade between one country and another? What are Customs? Excise? Licenses? Income Tax? Stamps? What other sources are there of Public Revenue?

MENTAL ARITHMETIC.

TWENTY MINUTES *allowed for this Paper.*

You are to enter the answer in the space (_____) left for it, after each question. Nothing is to be written on this paper, except the answers to the questions. NO ERASURES OR ALTERATIONS ARE PERMITTED. *They will be marked as errors.*

1. $[(15 + 18) \div 3] \times 9 + 6 = x$; $[(x \div 5) + 39] \div 12 =$ (_____).
2. 78402 articles at 6*s.* 8*d.* each = (_____). 3. 56235 cwt. at 1*s.* 8*d.* per quarter = (_____).
4. 7392 articles at 12*s.* 6*d.* each = (_____). 5. 560 articles at 2*s.* 7½*d.* each = (_____).
6. 7260 articles at 8*s.* 4*d.* each = (_____). 7. $482372 \times 125 =$ (_____).
8. $17245 \times 111 =$ (_____). 9. $792365 \div 125 =$ (_____).
10. £44 8*s.* 4*d.* reduced to pence = (_____).
11. 2*s.* 10*d.* × 365 = (_____).
12. Square of 698 = (_____). 13. Square root of 31 to 2 places of decimals = (_____).
14. $(18108)^2 - (18008)^2 =$ (_____).
15. 9 cwt. 3 qrs. 7 lbs. at £3 6*s.* 6*d.* per quarter = (_____).
16. Simple interest on £262 10*s.* 10*d.* at 5 per cent. = (_____).
17. Simple interest on £548 4*s.* 7*d.* at 4 per cent. = (_____).
18. Reduce 5*s.* 10*d.* to the decimal of £ = (_____).
19. How much is ·15625 of a £ in shillings and pence = (_____).
20. True discount on £71 7*s.* 1½*d.* at 5 per cent. = (_____).
21. If the 3 per cents. are at 80, what income can I get if I invest £457 10*s.* = (_____).
22. True discount on £81 5*s.* 4*d.*, for eight months, at 6 per cent. per annum = (_____).
23. A fourth proportional to 576, 448, 117 = (_____).
24. $(\frac{2}{3} - \frac{5}{12} + \frac{3}{5} - \frac{7}{20}) \times \frac{8}{9} \times$ £54 18*s.* 9*d.* = (_____).

N.B.—As this exercise presented unusual facilities for copying, other similar, but not absolutely identical, papers were distributed among the Candidates.

FEMALE CANDIDATES—FIRST YEAR.

THE BIBLE.

Candidates are not permitted to answer more than *one* Question in any Section, except in that headed "Infants."

Candidates who come from, or are going to take, Infant Schools, are advised to answer as many as they can of the Questions in that ("Infants") Section, before they proceed to answer Questions in the other Sections.

NOTE.—The foregoing directions were repeated in the other papers which contain a special section of questions on Infant Teaching.

SECTION I.

Old Testament History.

*1. Give instances (from the early Books of the Old Testament), of Intercessory Prayer.

2. *Or*, of special places set apart for the service of God.

3. *Or*, of the use of Music and Singing in the public worship of Almighty God.

4. Describe the *characters* of Hannah, Esther, and Ruth.

SECTION II.

1. Give the general scope of the Book of Joshua.

2. Or, of Ruth.

*3. The predictions of the Messiah recorded in the Pentateuch.

*4. Or, in the Psalms of David.

SECTION III.

St. Matthew's Gospel.

1. Explain, as you would to an Upper Class of Girls, the general character of our Lord's Sermon on the Mount, and name the duties to which our Lord specially alludes in this Sermon.

*2. Mention the different occasions on which our Blessed Lord spoke to His disciples of His death and resurrection.

3. Under what circumstances were the following words uttered?

a. "The harvest truly is plenteous, but the labourers are few; pray ye therefore the Lord of the harvest that he will send forth labourers into His harvest."

b. "Come unto me all ye that labour and are heavy

laden, and I will give you rest. Take my yoke upon you, and learn of me; for I am meek and lowly in heart, and ye shall find rest for your souls, for my yoke is easy and my burthen is light."

c. "Except ye be converted and become as little children, ye shall not enter into the kingdom of Heaven."

d. "Suffer little children, and forbid them not, to come unto me, for of such is the kingdom of Heaven."

Explain one of these passages as you would to a gallery of very little children.

4. What signs were foretold by Christ as preceding the destruction of the temple, and the coming of the future judgment? And what course of conduct does Christ urge upon His followers?

SECTION IV.

Acts of the Apostles.

1. In what manner does St. Peter, in his address to the people of Israel on the day of Pentecost, prove "the resurrection of Christ," and "that God hath made" this "same Jesus" "both Lord and Christ?"

2. What was the accusation brought against Stephen by his opponents, and by what argument does he establish the truth of his teaching?

*3. What beneficial result may be traced to the persecution which followed upon the death of Stephen?

4. Relate briefly the statement of St. Peter to the Apostles and Brethren in Judea, respecting his visit to Cornelius, and the effect which this narrative had upon them.

INFANTS.

The following Questions have special reference to INFANT SCHOOLS. Candidates who answer Questions in this Section satisfactorily, *and who afterwards pass a satisfactory probation in keeping Infant Schools*, will have a *special stamp* added to their Certificates when issued.

NOTE.—The same notice was printed at the head of the corresponding section in other papers.

1. Give special examples, from the life of our Blessed Lord, of obedience to parents; of duty towards God; of attention to the public services of religion; and shew by what means you could enforce this teaching upon the children of your school with greatest advantage.

2. Illustrate, as to a class of little children, from certain of Christ's Miracles, His great love for the sick and suffering.

3. Shew, in simple language, from the life of Jesus Christ, the interest He ever took in the poor and needy.

4. Write full notes of a lesson, in words which little children may understand, on—

Repentance of little Sins; *or*
Faith in God; *or*
Obedience to Parents.

CATECHISM AND LITURGY.

SECTION I.

Prepare a lesson on *one* of the following subjects, with texts from Holy Scripture:—

*1. I believe in God the Father Almighty, maker of heaven and earth.

*2. I believe in Jesus Christ, His only Son, our Lord.

*3. I believe in the Holy Ghost.

SECTION II.

Write out accurately the reply to *one* of the following questions, and explain clearly and fully your answer as to an upper class of girls.

*1. "What meanest thou by this word *Sacrament?*"

*2. "What is the inward and spiritual grace in Baptism?"

*3. "What is required of them who come to the Lord's Supper?"

SECTION III.

*1. In the exhortation at the commencement of Morning and Evening Prayer, what special points are brought before us as the objects for which "we assemble and meet together" in public worship?

2. Give a brief analysis of the "General Confession" in Morning and Evening Prayer; state the grounds upon which God's minister then pronounces to his people "the absolution and remission of their sins," and shew from this form of absolution what is required of us, "so that at the last we may come to His eternal joy."

3. State as you would to an upper class of girls, the leading points in "the Collect, or prayer for all conditions of men;" explain the meaning of any words or passages in the prayer which would not be easily understood by children.

SECTION IV.

1. Give a short analysis of "the Order of Confirmation, and mention any passages in Holy Scripture which refer to this rite.

Or,

2. Write out accurately *two* of the following "Articles of Religion:"—

II. Of the Word or Son of God, which was made very man.

XI. Of the justification of man.

XV. Of Christ alone without sin.

XX. Of the authority of the Church.

XXVII. Of Baptism.

XXXIX. Of a Christian man's oath.

INFANTS.

1. What kind of petitions should the prayers for little children contain? What devotional hymns might they advantageously learn to say with their morning and evening prayers?

2. What prayers were taught to the younger children in the School in which you were Pupil Teacher, or in the Practising School of your Training College?

3. Write full notes of a lesson, in words which little children may understand, on

Filial affection; *or,*
Truthfulness in word and action; *or,*
Prayer.

SHORTER CATECHISM.

Scotland.

Answer the following Questions in the form of Lessons to Girls between 10 and 13 years old.

SECTION I.

1. Explain and prove the Goodness of God as our Redeemer.

2. "The wisdom of this world is foolishness with God." Explain this text.

* 3. Prove the inability of Man to recover himself from Sin and its effects, by his own efforts and without the aid of Divine Grace.

SECTION II.

* 1. Prove that Christ was perfect God—(1), by His being expressly so called; (2), by His knowing men's thoughts.

2. Quote some of the Scripture references to Christ as the Mediator.

3. Give the Scriptural account of our dependence on the efficacy of Christ's Blood.

SECTION III.

1. Specify some of the aggravations that render some sins more heinous than others, and exemplify in Scripture characters.

* 2. Explain fully the idolatry forbidden in the 1st Commandment.

3. What are the affections towards God implied in obedience to the 1st Commandment?

SECTION IV.

* 1. State the meaning and scope of the 5th Commandment; and, in particular, the duties of children towards their parents.

2. "Be content with such things as ye have." Under what commandment or commandments is this duty included?

3. Prove that God requireth the maintaining and promoting both of our neighbour's good name and our own.

SECTION V.

*1. Prove that Prayer must be made only in the name of Christ, and with confession of our sins.

2. Describe the moral evil from which we pray to be delivered.

3. What are the encouragements to pray that we may not be led into temptation?

GRAMMAR AND COMPOSITION.

Every candidate is required to do the paraphrase and parsing.

SECTION I.

1. What do you understand by the "direct" and the "indirect" object in a sentence; by what forms of speech may each of them be expressed?

* 2. The relations of the verb may be classified under "the voice," "the mood," "the tense," "the person," and "the number"; explain the exact meaning of these terms, and give one example of the different moods and tenses.

SECTION II.

Explain in clear and simple language one of the following passages:—

*I. "Descending now (*but* cautious, *lest too fast*)
A sudden steep, upon a rustic bridge
We pass a gulf, in which the willows dip
Their pendent boughs, *stooping as if* to drink.
Hence, ankle deep in moss and flowery thyme,
We mount again, and feel at every step
Our foot *half sunk* in hillocks green and soft,
Raised by the mole, the *miner* of the soil.
He not unlike the great ones of mankind,
Disfigures earth: *and*, plotting in the dark,
Toils much to earn a monumental pile
That may record the mischiefs he has done."

The Task, I.

*II. "And thou, fair *Freedom*, *taught alike* to feel
The rabble's rage and tyrant's angry steel;
Thou transitory flower, alike undone
By proud contempt or favour's fostering sun,
Still may thy blooms the changeful clime endure!
I only would repress them *to secure*;
For just experience tells, in every soil,
That those *who think* must govern those who toil,
And all that Freedom's highest aims can reach,
Is but to lay proportion'd loads on each.
Hence, should *one order disproportion'd* grow,
Its double weight must ruin all below."

The Traveller.

SECTION III.

* Parse the words printed in Italics in the passage which you have taken for explanation.

SECTION IV.

Make out a list of simple sentences in the passage which you have explained, and analyze any two of them.

SECTION V.

* 1. Write in plain and simple language an account of the town, neighbourhood, or county in which your Training School is situated.

Or,

* 2. Of the village or town in which you have principally lived as a child.

Or, *3. Of a plan for making the day of a school treat a happy day for the children.

N.B.—This exercise, which must not occupy more than 20 of the lines ruled on this paper, may be written in the form of a letter.

SCHOOL MANAGEMENT.

No Questions are specially indicated to Acting Teachers in this paper. They are advised to select those questions which appeal most directly to their actual experience.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand*.

SECTION I.

What Registers have been kept in your School, or in the practising schools of your Training College? Describe them.

Of what use is "the Summary?" How often should it be made up?

In what way would you take the following averages—average number of children present per week,
per quarter,
per year?

N.B.—This Section must be answered by all Students who are proceeding to a school, and by all Acting Teachers.

SECTION II.

1. What different methods are adopted for teaching young children to read? Distinguish their peculiarities.

2. What are the chief points to which you would direct your attention in a reading lesson of an Upper Class of Girls? Why these particular points?

3. What plan would you adopt to correct errors in reading with children in the 3rd Standard? Would you follow the same plan with your 1st Class?

SECTION III.

1. Explain the method which you would adopt in teaching young children their first writing lesson upon paper.

2. By what means may you most readily overlook a dictation lesson, and correct the errors made by the children?

3. What plan would you pursue to secure accuracy in notation and numeration, whilst at the same time

your children are working the more advanced rules of Arithmetic?

4. In what way may the Tables of Weights and Measures be most easily taught to children? What apparatus would you require?

SECTION IV.

1. What amount of religious knowledge may be fairly expected in the upper section of a good School?

2. What means would you adopt to test the progress of each child in the junior class?

3. What subjects of School instruction should be committed to memory? What time should be allowed for this purpose?

SECTION V.

Write notes of a lesson on—

A Reading lesson for girls between 9 and 11 years;
Or, The Ocean;
Or, Compound Subtraction;
Or, A simple sentence.

INFANTS.

1. Make a list of the School furniture and apparatus necessary for an Infant School of 90 children in average attendance. What help should you require in teaching, and what use would you make of this help?

2. Enumerate the subjects which may be taught with advantage in an Infant School, and describe the method by which one of these subjects should be taught.

3. Give a sketch of the subjects in connection with religious knowledge which may be fairly taught to infants under 7 years of age.

4. Prepare full notes of a lesson on

A Clock,
Or, Leather,
Or, Numeration,
Or, The Sugar Cane,
Or, The Cotton Plant.

BRITISH HISTORY.

SECTION I.

1. What is the meaning of "the Bretwaldas"? Name the kings of England who enjoyed this title.

2. What was the principle of succession to the throne among the Anglo-Saxons? State briefly their form of government.

3. Describe the boundaries of Mercia and Deira, and trace the course of Watling Street and the Foss way.

*4. Describe the progress and result of the struggles of King Alfred against the Danes.

SECTION II.

1. Compare the justice of the claims of Stephen and Matilda to the crown. In which parts of the country was Stephen the favourite?

*2. What is recorded of Thomas a Becket, between his elevation to the Primacy and his flight from England?

3. What proposals were made by Edward I. respecting the Scottish Throne on the death of Alexander III., A. D. 1286? State the claims of John Baliol, of Robert Bruce, and John Hastings, and the conduct of Edward I. on this occasion.

*4. What means were adopted by Henry II. for the internal administration of his Kingdom?

SECTION III.

*1. Describe briefly the conquest of Ireland.

2. Trace the descent of Henry IV. from Henry III. through his father and his mother.

3. What was the course adopted by the Scotch upon the death of Robert Bruce? Give some account of the battle of Halidown Hill.

*4. Give a brief account of the civil war which ended in the death of Edward II.

SECTION IV.

*1. What English Kings and Princes took part in the Crusades?

*2. Give a brief account of William Wallace, describing his victory over Warrenne, his defeat at Falkirk, and his death.

3. What Royal Alliances were made by England before the reign of Henry VII. with France, Spain, Burgundy, and Bohemia?

*4. What offers were made by Joan of Arc to her Sovereign respecting the recovery of her country from the English, and with what success were they carried out?

GEOGRAPHY.

SECTION I.

* 1. What plan would you adopt to impress upon

children the shape of the earth, and its daily and yearly motion; and what illustrations would you use to make the lesson interesting?

* 2. By what method would you give to children some idea of the size of the earth; the extent of land and water; and the climate of different countries?

SECTION II.

* 1. Prepare notes of a lesson to an upper class on the chief points of resemblance between the continents in form and grouping.

Or,

2. The chief points of difference between the continents, specially noticing the extension of coast line.

Or,

3. On the great Oceans; defining generally their several limits, and their peculiarity of form and character.

SECTION III.

* 1. Name the principal islands around the coast of Great Britain; describe their position, and mention any particulars of interest in any of them.

* 2. Mention in order the counties in Wales, the chief towns and principal manufactures in the Principality.

* 3. Describe the course of two of the following rivers, mentioning their different tributaries, the towns on their banks, and the counties which lie adjacent:—The Thames, The Shannon, The Clyde, The Trent, The Severn.

SECTION IV.

Draw a map of *one* of the following counties:—Yorkshire, Staffordshire, Lancashire, Cornwall, Durham, Warwickshire—describing the physical features, the position of the principal towns, the chief manufactures, mining operations, or other special industrial occupations in the county.

N.B.—Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION V.

* Draw a map of the south coast of England from

the mouth of the Thames to the Bristol Channel, marking the headlands, bays, and mouths of rivers.

Or,

Of the east coast of Ireland from Belfast to Waterford.

* *Or,*

Of the coast of Wales from the mouth of the River Dee to Swansea.

* *Or,*

Of the east coast of Scotland from Inverness to the River Tweed.

INFANTS.

Write notes of a lesson in language which little children may understand on "Sunrise" and "Sunset."

FEMALE CANDIDATES—SECOND YEAR.

THE BIBLE.

SECTION I.

OLD TESTAMENT.

1. Give the leading events in the life of Ahaz and the special troubles which befel the house of Judah in his reign.

2. What was the special mission of the Prophets Ahijah, Shemaiah, Micaiah, Hanani?

3. Quote some of the principal predictions of Isaiah respecting the Messiah and his Kingdom.

4. Describe the return of the Jews from Babylon and their work in rebuilding the Temple.

5. Give a list of the Books of the Prophets, in the order of time, and an analysis of *one* Book.

SECTION II.

ST. MATTHEW'S GOSPEL.

1. What special teaching would you give to an upper class of girls from the account of our Lord's temptation as recorded by St. Matthew?

2. What lesson may we gather respecting the Sabbath from St. Matthew's account of the disciples

plucking the ears of corn and eating them; also, from the account of the healing of the withered hand by our Blessed Lord on the Sabbath Day?

3. "When the even was come, He (Jesus) sat down with the Twelve." Give a detailed account of what took place (as recorded by St. Matthew) from this time until they "laid hold on Jesus" and "led him away to Caiaphas."

4. Relate accurately the account given by St. Matthew of the resurrection of Christ, and of the events which afterwards occurred.

SECTION III.

Acts of the Apostles.

1. What was the great truth that St. Paul and St. Barnabas laid before "the Church" upon their return from their first missionary journey? In what cities had they been most successful?

2. Give some account of St. Paul's address to the people from the Castle-stairs. On what special plea was the clamour afterwards raised by the people?

3. What special remarks of Felix, Festus, and Agrippa are recorded as evidence of the power of St. Paul's addresses before them?

4. Give, in order, the public trials to which St. Paul was subjected after his last return to Jerusalem. Before what rulers was he brought? and what were the special causes assigned for these different trials?

SECTION IV.

Epistle to the Hebrews.

1. Ch. I. & II.—"God who at sundry times and in divers manners spake in time past unto the Fathers by the Prophets, hath in these last days spoken to us by his Son." Explain the terms "sundry times" and "divers manners": what inference does the writer of the Epistle draw from the fact that "in these last days God has spoken to us by his Son?" and what does he state respecting the person of the Son of God?

2. Ch. III. & IV.—"Wherefore" . . . "consider the apostle and High Priest of our profession, Christ Jesus." What comparison is drawn between "Christ Jesus" and "Moses," and between the "rest" of the people under Joshua, and the "rest" which "remaineth for the people of God"?

3. Ch. VIII.—"Now of the things which we have spoken, this is the sum: We have such an high priest,

who is set on the right hand of the throne of the Majesty in the heavens; a minister of the sanctuary, and of the true tabernacle, which the Lord pitched, and not man." Explain each point in these verses and show their fulfilment in the person of Jesus Christ.

4. Ch. IX.—"Verily the first covenant had also ordinances of divine service, and a worldly sanctuary." Describe "the ordinances of divine service" under the first covenant—the work of the priests in the "first tabernacle" (verse 6), and of the high priest in the "second," (verse 7); and show the spiritual character of that "more perfect tabernacle," and of that "blood" by which "eternal redemption" has been "obtained" for us.

SECTION V.

Epistle to the Philippians.

1. Ch. I. v. 12, 13, 14.—"I would ye should understand, Brethren, that the things which happened unto me have fallen out rather unto the furtherance of the Gospel; so that my bonds in Christ are manifest in all the palace, and in all other places; and many of the brethren in the Lord, waxing confident by my bonds, are much more bold to speak the word without fear." To what does the Apostle refer in these verses, and what result does he attribute to the speaking of the word without fear?

2. Ch. IV. 15.—"Now ye Philippians know also, that in the beginning of the Gospel, when I departed from Macedonia, no church communicated with me as concerning giving and receiving, but ye only." Give some account of the circumstances to which the Apostle alludes, and name any other Epistle in which he refers to this same "giving and receiving."

3. Explain fully the following passages as you would to an upper class of girls. Ch. II. v. 12, 13.—"Work out your own salvation with fear and trembling. For it is God which worketh in you both to will and to do of his good pleasure." Ch. III. v. 12.—"Not as though I had already attained, either were already perfect: but I follow after, if that I may apprehend that for which also I am apprehended of Christ Jesus." Ch. IV. v. 6, 7.—"Be careful for nothing; but in everything by prayer and supplication with thanksgiving let your requests be made known unto God. And the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus."

CATECHISM AND LITURGY.

SECTION I.

1. Write out the reply to one of the following questions in the Church Catechism; explain with care and accuracy the meaning of each clause of the reply; and simplify such words as would not be easily understood by children.

I. "What did your Godfathers and Godmothers then for you?"

II. "Dost thou not think that thou art bound to believe and to do as they have promised for thee?"

SECTION II.

1. To which person of the Holy Trinity is the chief portion of the Litany addressed? Give reasons for your answer. What meaning would you give to the terms used in the last supplication, "to forgive us all our *sins*, *negligences*, and *ignorances*?"

2. Analyze carefully "the general thanksgiving."

3. For what "certain days" are proper psalms appointed? Give an account of the service for one of these days.

SECTION III.

1. From what sources were our morning and evening prayer, communion office, and occasional offices compiled? What advances toward allowing the use of the English language in the public service had been made in the reign of Henry VIII.?

2. Write a brief account of the different English versions of the Bible, mentioning the dates, and the names of the persons by whom the various translations were made.

3. Give some account of the date and object of the Hampton Court or Savoy Conference.

SECTION IV.

1. Prepare full notes of a lesson on prayer; stating the class of children for which your lesson is intended: and give Scriptural proof for private and public prayer, and prayer for ourselves and for others.

(Or)

2. Write out accurately two of the following articles of religion:—

I. Of faith in the Holy Trinity.
VII. Of the Old Testament.
XVI. Of sin after baptism.
XX. Of the authority of the Church.
XXIII. Of ministering in the congregation.
XXVII. Of baptism.

SHORTER CATECHISM.

Scotland.

Answer the following Questions in the form of Lessons to Girls between 10 and 13 years old.

SECTION I.

1. Explain and prove the creation of man after the image of God, in holiness.

2. Give a general account of the Covenant of Works, and mention those portions of the Catechism that refer to it.

3. Prove the corruption of man's nature consequent upon the Fall.

SECTION II.

1. What are the differences betwixt the Covenant of Works and the Covenant of Grace?

2. Explain and prove the kingly office of Christ.

3. Show how it was requisite that in Christ the human nature should be united with the Divine.

SECTION III.

1. State and prove the work of the Holy Spirit in delivering us from sin.

2. Describe the effects of Faith in producing (1) love to God; (2) love to man.

3. Explain fully the import of the preface to the Ten Commandments.

SECTION IV.

1. Explain fully the duty of making a holy and reverent use of God's "Works."

2. In connection with the 3rd Commandment, describe, with proofs, the righteous judgment of God as contrasted with the imperfect judgment of men.

3. Describe the scope of the 6th Commandment in forbidding the taking away of the life of our neighbour unjustly.

SECTION V.

1. Mention, with proofs, some of the ordinary hindrances to prayer.

2. What does the preface to the Lord's Prayer imply in regard to the dispositions proper to be cherished in the exercise of prayer?

3. "For thine is the kingdom, and the power and the glory, for ever. Amen." Explain, with proofs, the import of this conclusion of the Lord's Prayer.

GRAMMAR AND COMPOSITION.

Every candidate is required to do the paraphrase and parsing.

SECTION I.

1. What do you understand by the principal and subordinate elements of a sentence? Explain your answer by examples.

2. What is the rule for forming the possessive case in the singular and plural number? Name the exceptions.

3. By what rule would you teach children to distinguish between the adverb, the preposition, and the conjunction, in a sentence? Give instances of the same words employed to express two or more of the above-named parts of speech.

SECTION II.

Explain in clear and simple language one of the following passages:—

"Early had he *learn'd*
To reverence the Volume that displays
The mystery, the life which cannot *die;*
But in the mountains did he *feel* his faith
Responsive to the writing; all things there
Breathed immortality, *revolving life,*
And greatness still revolving, *infinite;*
There littleness was not; the least of things
Seemed infinite; and there his spirit shaped
Her prospects; nor did he *believe*—he *saw.*
What wonder if his *being thus* became
Sublime and comprehensive."

WORDSWORTH.

"There is a place
(If ancient and prophetic fame in Heaven
Err not), *another* world, the happy seat
Of some new race, *called* man, about this time
To be created *like* to us, *though less*
In power and excellence, but *favoured* more
Of Him who rules above; so was His will
Pronounced among the gods; and by an oath,
That shook Heaven's whole circumference, *confirmed.*
Thither let us bend all our thoughts, to learn
What creatures there *inhabit,* of what mould
Or substance, how endued, and what their power,
And where their weakness, how attempted best,
By force or subtlety."

MILTON.

SECTION III.

Give instances of different kinds of sentences from the passage which you have paraphrased, and analyse two of them.

SECTION IV.

Parse the words in italics in the passage which you have paraphrased.

SECTION V.

Write in plain and simple language an account,—

1. Of the different wild flowers which grow around your own home.

Or,

2. Of the habits and haunts of some animal which you like.

Or,

3. Of some book which you have lately read with interest and pleasure.

N.B.—This exercise, which must not occupy more than 20 of the lines ruled on this paper, may be written in the form of a letter.

SCHOOL MANAGEMENT.

The Questions on School Registers, at the end, must not be omitted by any Candidate. Not more than *six* other Questions may be answered.

Write the first line of your first answer as a specimen of copy setting in *large text hand*, and the first line of your second answer as a specimen of copy setting in *small hand.*

1. What do you comprehend under the term "School Organization?" Describe fully and accurately the school organization under any one special system.

2. What attainments might fairly be expected in the children of a first class of infants, and of girls respectively?

3. Explain, as you would to a Pupil Teacher, the difference between "Instruction" and "Education."

4. What do you understand by the term "Public Opinion" in a school? How would you endeavour to create it in your school if it did not appear to exist, and how cherish it if good?

5. What do you consider to be the chief requisites in a candidate for Pupil Teachership?

6. What objects are specially to be borne in mind

in making a time-table? And what is the use of it when made?

7. What amount of home-work may you fairly expect from your children? Should you fail to obtain it, how would you meet the difficulty?

8. What industrial work (beside needle-work) may fairly be attempted in a girls' School? What are the special difficulties of such work?

9. What School furniture and apparatus do you require for a Girls' School of 120 Children in average attendance? What help do you want in teaching? And in what way would you plan to make use of this help?

10. Write an Essay on—

"As is the Teacher, so is the School."

11. School Registers.

What Registers do you require for your School?

Explain the use of these different books.

Draw out a Specimen Register of attendance and absence for twelve children during one week; and show from this Register (*a*) the average number present; (*b*) the average time of attendance per child.

BRITISH HISTORY.

SECTION I.

1. What was the exact claim of Lady Jane Grey to the throne?

2. Write short *characters* of Cranmer, Bonner, and Edward VI.

3. To what causes do you attribute the prosperity of England under Queen Elizabeth?

4. Describe the adventures of Sir Walter Raleigh. What was the cause of his downfal?

SECTION II.

1. What was the Petition of Right? What illegal measures were attempted by Charles I.?

2. Describe the battle of Naseby.

3. What do you know of General Monk, Richard Cromwell, Fairfax, Falkland, and Hyde?

4. The career of Montrose.

SECTION III.

1. What were the chief acts of William III. in Ireland and Scotland?

2. What do you know of Dr. Sacheverel, Mrs. Masham, Bolingbroke, and the Duchess of Marlborough?

3. Describe the rebellion of 1745.
4. Trace the descent of George I. from James I.

SECTION IV.

1. What causes led to the loss of our chief American Colonies? Why did we begin the great war with France?

2. Enumerate the victories of Lord Clive. What do you know of Warren Hastings and of Tippoo Sahib?

3. How did we acquire the following—Malta, Heligoland, Hong Kong, Aden, and the Mauritius?

SECTION V.

1. Describe the dwellings of the poor and of the wealthier classes in the time of Elizabeth.

2. Describe the dress of the time of Charles II. and early in the reign of George III.

3. Describe the difference of food now, and at the end of the sixteenth century.

4. Describe the means by which travelling has been improved.

Make your answer as graphic as you can, to gain the attention of children.

GEOGRAPHY.

SECTION I.

Describe, in words, the chief physical features, government, and commerce of

New Zealand; *or*,
Queensland, Australia; *or*,
Canada.

SECTION II.

Describe, in words, the course of

The Rhine; *or*,
The Rhone; *or*,
The Danube,

naming the principal towns on either bank, and the chief tributaries.

SECTION III.

Draw a map of modern Italy; *or*,
France; *or*,
Scotland.

N.B. Places must not be indicated by letters or figures, referring to a list of names at the side, but *the names themselves must be inserted in the map.*

SECTION IV.

Draw a map of the coast line
of Australia;
Or, of Hindostan;
Or, of Ireland.

SECTION V.

Write notes of a lesson on *one* of the staple manufactures of this country.

FEMALE CANDIDATES—FIRST AND SECOND YEARS.

DOMESTIC ECONOMY.

No Questions are specially indicated to Acting Teachers in this Paper. They are advised to select those Questions which appeal most directly to their actual experience.

SECTION I.

1. Name the ordinary materials used in this country for clothing; the countries from whence the raw material is obtained; the places noted for their manufacture; and the average price at which the materials are sold by retail.

2. What do you consider the best way for ventilating a cottage bed-room? What is the smallest number of cubic feet of space required for each person in a sleeping apartment?

3. What means would you adopt to relieve a child suffering from bad chilblains; from a severe scald, or burn; and to recover a child from fainting, or from a fit?

SECTION II.

1. Name the different properties required in our food for nourishment. Explain why milk is such a healthy and nutritious diet for young persons; and state the benefit attaching to a change of animal and vegetable food.

2. What benefit has been conferred upon School Teachers and others by the opening of the Post Office Savings Banks? What is the interest given—the security afforded—the smallest sum which may be deposited at one time—and the total amount which may be deposited by the same person?

3. How would you provide good and inexpensive dinners for one week for a family consisting of a father, mother, a son aged 10 years, and two younger children?

Give the exact quantities of each article required, and the estimated cost. Take the average of wages and prices from your own neighbourhood.

SECTION III.

1. What materials are best suited for the dress of a School Teacher in summer and winter? Why?

What process do you recommend for cleaning a woollen dress; and what precautions should be taken in washing a coloured print dress?

2. Mention the different articles required by a laundress for washing. Under what circumstances should clothes be put into cold water and then boiled? And when should they be placed at once in boiling water?

3. What means are provided by which School Teachers, whilst young and in receipt of good salaries, may provide against times of sickness and old age? State what you believe a young teacher, with a salary of £40 per annum, and furnished lodgings, may fairly be expected to put by in her early years of school teaching for her future support and maintenance.

SECTION IV.

1. Give the exact quantity of materials required to make a gown for yourself, and a pair of knitted stockings. Name the width of the material used for the gown, lining, &c.; the cost of the different articles; also the weight and cost of the wool used for the stockings.

2. Give a detailed account of the weekly expenses which a School Teacher must incur whilst living in furnished lodgings. What would be the additional outlay for a Pupil Teacher to board with the Mistress?

3. Name some of the vegetable poisons common in England; describe the plants and their appearance, and state the means which you would adopt to enable the school children to know them by sight.

ARITHMETIC.

Students of the *Second* Year are expected to answer a Question in Section V.

The *solution* must in every instance be given *at full length*. A correct answer, unaccompanied by the solution, or not obtained by an intelligible method, will be considered of no value.

SECTION I.

*1. Add together forty millions and nine; nine thou-

sand seven hundred and sixty-two; eight hundred and seven thousand six hundred and seven; sixty-nine; thirty-seven thousand eight hundred and forty-nine; five thousand six hundred and thirty-four; and explain each step as you would to a Class learning Addition.

*2. From 750102 take 86125, giving an explanation of each step in the process.

*3. Multiply 67495 by 7829, and explain the different steps in the process.

*4. In a question of Division, if any three of the four terms, divisor, dividend, quotient, remainder, be given, the remaining term may be found. Prove this by examples.

SECTION II.

*1. Make out the following bill:—8 dozen and 8 eggs, at 1*s.* $1\frac{1}{2}$*d.* per dozen; $17\frac{1}{2}$ lbs. of butter, at 1*s.* 3*d.* per lb.; $6\frac{1}{4}$ lbs. of cheese, at 9*d.* per lb.; 13 lbs. of soap, at $4\frac{3}{4}$*d.* per lb.; 14 lbs. of bacon, at $9\frac{1}{2}$*d.* per lb.; 15 lbs. of lard, at $7\frac{3}{4}$*d.* per lb.

*2. What would be the cost of 3 ton, 17 cwt., 1 qr., 13 lbs. of sugar, at $4\frac{3}{4}$*d.* per lb.? What would be the difference if the cost were $4\frac{1}{2}$*d.* per lb.?

3. A landlord gave a field of 16 acres, 21 poles, $4\frac{3}{4}$ yards as allotment ground, to be equally divided amongst 160 persons; what extent of land did each person receive?

4. Find, by Practice, the value of $753\frac{3}{16}$, at £28. 6*s.* $10\frac{1}{2}$*d.*; and 3 cwt. 3 qrs. 21 lbs., at £3 2*s.* $9\frac{1}{2}$*d.* per cwt.

SECTION III.

1. A bankrupt owes £3840., and his property amounts to £1656.; how much will his creditors receive in the pound?

2. A room is 27 ft. 6 in. long, 19 ft. 9 in. broad; what length of carpet, $\frac{3}{4}$ yard broad, would be required to cover the room? and what would be the cost of the carpet, at 4*s.* 3*d.* per yard?

3. The rental of a parish is £6720. 12*s.*, and the assessment to the Poor Rate £700. 1*s.* 3*d.*; how much will the rate be on £63. 3*s.* 4*d.*?

4. Explain clearly and simply the meaning of "ratio," "proportion," "proportionals;" what name is given to the two numbers whose relation is expressed in a ratio? Distinguish between these two numbers, and illustrate your explanation by examples.

SECTION IV.

1. Divide the sum of $6\frac{3}{7}$ and $1\frac{7}{8}$ by the difference between $3\frac{1}{3}$ and $2\frac{1}{5}$.

2. Find the value of

$$(12\tfrac{5}{6} - 8\tfrac{3}{4} - 1\tfrac{1}{10} + \tfrac{8}{15}) \times 4\tfrac{1}{2} \times (7\tfrac{5}{12} - 6\tfrac{1}{2});$$

and of $\frac{2}{3} \div 1\frac{5}{7} - \frac{5}{8} \div 3\frac{2}{11}$.

3. Divide ·012 by ·005; ·001 by $1 \times \overline{\cdot 01} \times 100$; 2 by ·0002.

4. Add together $\frac{3}{5}$, $\frac{7}{8}$, $\frac{9}{10}$, and $\frac{7}{32}$, both as vulgar and decimal fractions, and shew that the two results coincide.

5. What method would you adopt to find the value of circulating or recurring decimals?

SECTION V.

(For Students of the *Second* Year.)

1. A poor man sells his pig for £2. 7*s*. 4*d*., gaining 17 per cent. on his outlay, what did he give for the pig?

2. A newsagent purchases $23\frac{1}{2}$ dozen of penny papers daily; he gives 9*d*. a dozen for them, and sells them at 1*d*. each; what does he gain per cent.? Explain this as you would to an intelligent upper class of Girls.

3. A grocer by selling sugar at 5*d*. per lb. gained £5. 13*s*. 4*d*. upon the sale of 16 cwt. 2 qrs. 14 lbs.; what was the prime cost of the whole?

4. If I invest £3021. 10*s*. in the 3 per cents. at $96\frac{3}{8}$, what income do I receive from my money? and what would be my gain per annum if I sold out and placed the money on mortgage at $4\frac{1}{4}$ per cent.?

MALE AND FEMALE CANDIDATES—FIRST AND SECOND YEARS.

MUSIC.

Acting teachers *not under examination as students* must file with this paper, through the left hand upper corner, the certificate which they are required to produce from some competent person (such as the organist of their church, &c.) to the effect that they possess such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes. Candidates *under examination as students* need not file any certificate with this paper. Their certificates are separately furnished by the authorities of the Normal School.

I. In preparing to give a music lesson to a class, state (1) what arrangement you would make of the monitors and the pupils; (2) what apparatus you would

consider necessary; (3) what course you would pursue in practising a tune, giving two or three rules for the management of the voice; and (4) on what musical instrument you would recommend the teacher to accompany his pupils.

II. (1) Explain the terms *scale, mode, key, bar, rest, adagio, allegro, andante, presto, largo, sharps, flats, naturals, accidentals.* (2) What major keys have, respectively, one, four, and six sharps? And what minor keys have, respectively, two, three, and five flats? (3) For variety of effect, is the accent ever displaced? What is the accent then usually called? Give an example.

III. (1) What is an Interval? (2) What do the following become by inversion, viz.: minor fifths—major seconds—augmented fourths—diminished thirds?

(3.) Make out a table exhibiting minor thirds—major thirds—perfect fifths, and leading notes, severally, to A, E, D♯, B♭, and E♭.

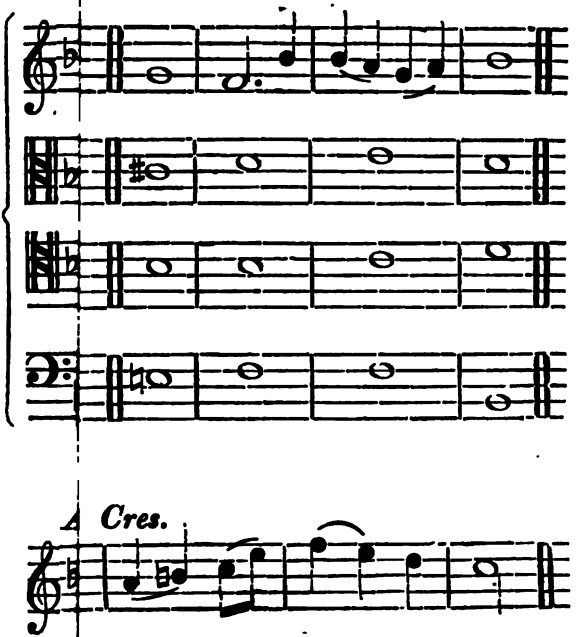
IV. (1) Write the ascending diatonic scale of C (Do), and its relative minor, pointing out in each the tonic, dominant, sub-dominant, and leading note, and shewing what are the intervals between the successive notes in both major and minor modes.

(2.) Write two bars in each of the following species of time, and shew to what known standard of musical quantity these figures severally have reference—$\frac{3}{2}$, $\frac{6}{8}$, $\frac{9}{8}$.

(3.) Write a passage of six bars in common time, varying the notes in the different bars.

V. Transpose the following chant (see next page) into the key of Sol (G), taking care to prefix to each stave its appropriate clef and key signature.

VI. Give full notes of a lesson on the following passage (see next page), under the several heads, *key, time, intervals, expression.*



MUSIC.

(*Examiner's Paper.*)

This Paper is to be kept solely in the hands of those who preside at the Music Examination. The explanations given below are to be read *verbatim* to the Candidates, without any addition; and the other directions, as printed in italics, are to be strictly adhered to.

All the music here given is to be written by the Candidates *before* the Questions on their own Papers are answered. Only *one* hour is to be allowed to this exercise. The passages are to be **PLAYED**, not **SUNG**.

The Examiner will place himself at the Piano or Harmonium—the Candidates not being in sight of the keys—and will proceed to read as follows:—

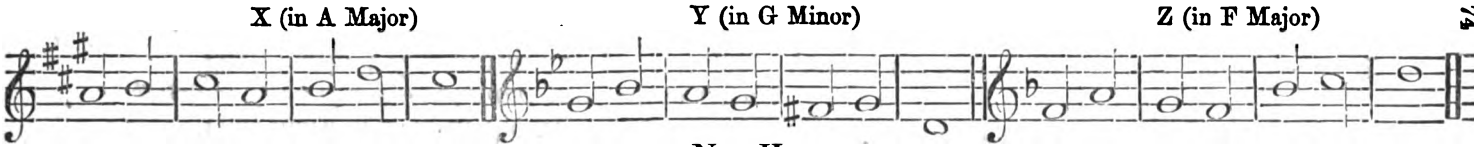
No. I.

Three passages of Music, marked X, Y, Z, will be played to you slowly three times over. You will endeavour, after *the third time* of hearing each, to write it in the proper place on your Examination Papers *from memory* (without taking any notes), regarding merely the *pitch* of the sounds, and not noticing at present the duration of them.

That marked X is in the key of A Major. (*Strike the tonic chord; then, play the passage three times slowly and wait till written.*)

That marked Y is in the key of G Minor. (*Strike the tonic chord; then, play the passage three times slowly and wait till written.*)

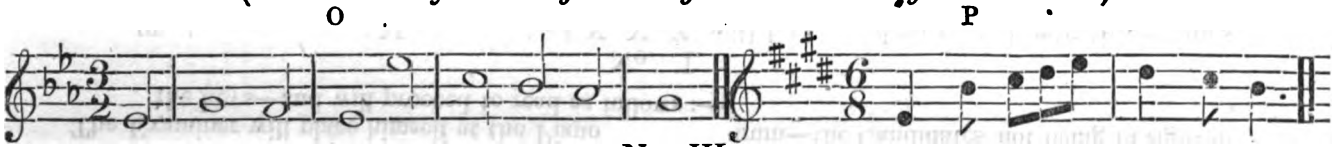
That marked Z is in the key of F Major. (*Strike the tonic chord; then, play the passage three times slowly and wait till written.*)



No. II.

Two other passages, marked O, P, will now be played to you three times, as before, which you will endeavour to distribute into bars, and write in correct *time, from memory* (without taking any notes). O is in the key of E♭ Major, and P in the key of E Major.

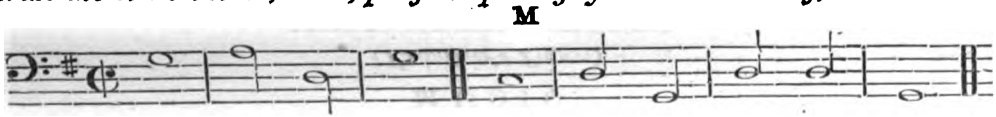
(*Proceed as before—only counting the time audibly in each case.*)



No. III.

One more passage, marked M, will now be played, which you will endeavour to write *from memory* (without taking any notes). It is in the scale of G Major, in Common Time, and is to be written in the Bass Clef, and distributed into bars.

(*Strike the tonic chord; then, play the passage four times slowly, without counting.*)



LIST

(IN ORDER OF MERIT)

OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR ADMISSION INTO NORMAL SCHOOLS.

CHRISTMAS, 1865.

NOTE.—The Names of Candidates who have *not* been *Pupil Teachers*, and of the Normal Schools at which they severally attended for Examination, are printed in *italic*.

I. *Church of England—Males.*

FIRST CLASS.

Clague, William L. ...Lancaster N.S.
Hogger, George .....Cambridge, King Street N.S.
Bates, Joseph .....Coventry, St. Peter's N.S.
Wykes, Charles Henry....Peterborough.
Mann, Walter .....Tetbury N.S.
Merton, John .....West Brompton, St. Mary's N.S.
Randell, Thomas.....Castle Combe, N.S.
Hutton, John .....Beverley, Wes.
Done, Edward .....Kidsgrove Ch. of E. S.
McVittie, Peter .....Newcastle, St. Thomas's N.S.
Powell, Thomas .....Kidderminster, St. George's N.S.
Tranter, William.....Cirencester End. C.E.S.
Tebbutt, George .....Kettering N.S.
Lee, Robert .....York, Bilton Street N.S.
Glover, Henry James....Wisbeach, St. Peter's N.S.
Bowhay, Tom A.....Plymouth, St. Peter's N.S.
Davis, Harry.....Linton, (Cambridge) N.S.
Mines, Harry R.....Warminster, N.S.
Matthews, William .....Louth N.S.
Pugh, Walter .....Cambridge, St. Paul's N.S.
Adams, William M.....Pewsey N.S.
Hammonds, Edwin.....Hereford, Soudamore End. S.
Wainwright, Charles ....Abersychan Works' S.
Hays, George ....Pembroke Dock N.S.
Sharpe, Frederick .....Sileby N.S.
Timms, Frederick J. ....Ashby-de-la-Zouch Free Gram. S.
Appleyard, Rufus B. ....Halifax, Queen's Head N.S.
Roberts, John R.....Bangor N.S.
White, Nicholas .....Penzance N.S.
Wood, Frederick.....Burslem, St. John's N.S.
Gwinnell, Wintour F. ..Stroud N.S.
Winfield, Benjamin ....Spring Grove Dist. S.
Dennis, George A. .....Horncastle, St. Mary's N.S.
Davis, Hugh.....Llanrwst N.S.
Henley, William T. .....Axminster N.S.
Jones, Isaac .....Limehouse, St. Ann's N.S.
Preston, Thomas.....Grimshaw Park N.S.
Hood, George .....Congleton, St. James' N.S.
Johnston, David .....Kirkdale Industrial S.
Lanning, Edward .....Stogursey S.
Lister, George .....Harewood N.S.
Marsh, William H.....Whitstable and Seasalter Charity S.
Scholfield, John ..... Burnley N.S.
Moore, Arthur .....Pershore N.S.
Abbott, Arthur .....Earls Shilton N.S.
Daphne, William.....Hagley N.S.
Grant, George .....Gosport, St. Matthew's N.S.
Hopkins, Joseph ..... .Stourport N.S.

FIRST CLASS—*continued.*

Phillips, James .....Laugharne, N.S.
Sheil, William .....Salford, Great George Street N. S.
Lindsay, Robert H.....Hulme, St. Mary's N. S.
Phillips, Charles .....Gosforth, N. S.
Seabrook, William .....Marylebone, Portman Chapel S.
Turner, John.....Cambridge, King Street N. S.
Moore, Jesse.....Kidsgrove, Ch. of England S.
Bates, George M. T. ....Newport on Usk, N. S.
Fleming, Arthur G.....Salisbury, St. Edmunds N. S.
Halton, Henry ....Newburgh, N. S.
Hitchinson, Arthur .....Walsall, St. Peter's N. S.
Houghton, Charles J.....Colchester, Blue and N. S.
Shelmerdine, Jesse .....Wepre, St. Mark's N. S.
Tidmarsh, John .....Chelsea, St. Luke's N. S.
Noble, Alfred .....Norwich, Alderman Norman's End. S.
Carr, Richard .....*Battersea.*
Corris, Edward.....Peel (Isle of Man) Mathematical S.
Falkner, John .....Woodhouse Eaves N. S.
Jackson, Joseph H.....Measham, N. S.
Morgan, Thomas .....Hanwell, Central London District P. U. S.
Watson, Alfred .....*Culham.*
Scriven, Thomas .....Newcastle-under-Lyne, N. S.
Butterworth, John A.....Hamer, All Saints N. S.
Hartley, Alfred.....Barnoldswick, N. S.
Hewson, John .....Cockermouth, N. S.
Lovell, Henry .....*Chichester*
Reed, Launcelot G.....Bishop Auckland, Barrington S.
Wye, Robert .....Paston, Mixed S.
Monroe, Henry H. .....Court-y-Bella, N. S.
Greenhalgh, William ....Burnley, St. Paul's N. S.
Grewcock, John .....Leicester, St. Mary's, Laxton Street N. S.
Hickling, Thomas .....Hathern, N. S.
Jennings, Geo. J...... *Culham.*
Mitchell, Joseph .....Merriott, N. S.
Frisby, Israel J. .....Cambridge, St. Paul's, N. S.
Barnes, Samuel S. .....Torquay, N. S.
Brown, William H.. ....Plympton, Ridgway Dist. S.
Egginton, Oliver .....Leicester, St. Mary's Old Par. S.
Hartland, Henry .....Hampstead, Par. S.
Lacey, Alfred .....Bristol, P. U. S.
Odom, Vaniah .....Idlé, N. S.
Smart, Henry .....Plumstead, Central S.
Pedley, William .....Derby, Holy Trinity N. S.
Bentley, Joseph .. ..Walmersley, Ch. Ch. N. S.
Carpenter, William.....Kingsteignton, N. S.
Carson, Robert.....Miles Platting, St. John's N. S.
Doyle, Thomas.....Burton-on-Trent, Ch. Ch. N. S.
Farrow, William .....*York.*
Frost, Robert .....Friskney, N. S.
Kenyon, James T. .....Bollington, N. S.
Louh, John .....*Culham.*
Rudge, Joshua .....Westminster, St. Ann's N. S.
Tucker, Henry .....Rockwell Green N. S.
Woolacott, Richard Y. ..Oldham, Par. S.
Masi, Charles .....St. Pancras, Ch. Ch. N. S.
Blaker, Henry .....Southampton, St. Mary's N. S.
Mitchell, Richard .....Cleckheaton, N. S.
Roberts, Henry P. .....St. Breage, N. S.
Taylor, John.....Gosforth, N. S.
Waddington, William....Hulme, St. Philip's, N. S.
Crocket, William.....Chester, St. Mary's N. S.
Eddy, William .....Houghton-le-Spring, St. Michael's N.
Griffiths, James .....Weaverham, Par. S.
Nokes, Thomas.....Clayton-le-Moors, N. S.

First Class—*continued.*

Slater, John .....Salford, St. Stephen's N. S.
Sowden, John .....Millbridge N.S.
Spencer, George .....Kingsbury Endowed S.
Spink, George F.....Swinton N.S.
Sylvester, William H. ....*Carmarthen.*
Underwood, Francis L. ..Rugby, Elborow N.S.
Warbrook, John .....Kirkdale Industrial S.
Williams, Henry .....*Carmarthen.*
Crump, Jesse A. .....Cirencester Endowed Church of Eng. S.
Stephens, Robert.....Cheltenham Trinity N.S.
White, Walter .....*Saltley.*
Norsworthy, John W. H..Plymouth Ch. Ch. N.S.
Baker, Joseph .....Whitechapel Society's S.
Bond, John .....Ormskirk United Charity S.
Crawford, James R. ....Clapham, All Saints N.S.
Davenport, William ....Gosport, St. Matthew's N.S.
Parkinson, John .....Lancaster, St. Thomas' N.S.
Skelton, Jacob .....Dukinfield, St. John's N.S.
Smith, Edward .....Weston (Stevenage) N.S.
Ternent, Henry W. .....Whittingham, N.S.
Walker, William F.....New Radford N.S.
Morce, Charles E. .... .Bristol, St. Paul's N.S.
Hall, Edward .....Habergham Eaves N.S.
Main, William H. .....St. Mary Church N.S.
Thomas, Evan .....Llanfair Talhaiarn, N.S.
Whitfield, Joseph T. ....Chelsea, St. Saviour's N.S.
Humphreys, William ....Bath, Weymouth House N.S.
Linnard, William.....Swansea Par. S.
Beardsley, William .....Lenton (Notts) N.S.
Beavis, John.....Llanwenarth Ultra N.S.
Ellis, William . .....Saltney-cum-Lache N.S.
Foster, George .....Sheffield, Parish Ch. S.
Harris, Charles .....Springfield N.S.
Keyworth, John .....Warrington, Heath Side N.S.
Morris, Edward .....Dolgelly N.S.
Price, Edmund.....Gellygaer End. S.
Tofts, Edward .....Barnwell (Cambridge) N.S.
Pitts, Henry W. .....Rochdale, St. Mary's N.S.
Babidge, Edmund .....Chudleigh N.S.
Causon, William .....Swindon N.S.
Croden, Frederick G.....Bristol, Hannah More's S.
Dexter, Isaac .....Sheepshed N.S.
Fletcher, Thomas.....Leeds, Woodhouse, St. Mark's N.S
Mapp, Frederick .....Rugeley N.S.
Rushton, Bernard .....Great Marsden, St. John's N.S.
Small, Charles W. .....Pimlico, St. Michael's N.S.
Titford, Benjamin J. ....Islington, Trinity N.S.
Webb, Edward..... .Hatfield N.S.

Second Class.

Foster, Jonas.....Salterhebble, All Saints' N.S.
Harrison, John .....Northampton, All Saints' N.S.
Hooker, George Edwin ..East Grinstead N.S.
Llewellin, George T. ....Bristol, Hannah More's S.
Mellor, John W. R. .... Lower Slaithwaite N.S.
Page, Thomas .....Pensnett N.S.
Pontefract, John .....Thurstonland Endowed S.
Scott, James Douglas....Plumstead Central S.
Ashmore, Isaac.....Eccleston, St. Thomas N.S.
Bond, John .....Weston (Bath) N.S.
Evans, Alfred I. .....Hatcham, St. James' N.S.
Francomb, Richard W...St. George (Bristol) N.S.
Hughes, Thomas .....Llanfairfechan N.S.

SECOND CLASS—*continued.*

Maidment, Daniel .....Hindon N.S.
Nash, Joseph ....Rhydberth N.S.
Neale, Edwin .....South Petherton N.S.
Preece, Henry .....Hentland and Hoarwithy N.S.
Price, Samuel .....Wolverhampton, St. Paul's N.S.
Bright, George T. .....Bristol, St. Paul's N.S.
Gardner, Thomas .....Egglestone N.S.
Gaze, Thomas J. ..... .Stepney, St. Philip's N.S.
Smallwood, Joseph .....Middlewich N.S.
Anset, George E.... ....Forest Hill Ch. Ch. N.S.
Ashton, William J.....Alderney N.S.
Burras, Thomas E. .....Leeds, New Wortley N.S.
Griffin, George.....Fulham, All Saints' N.S.
Hollins, Samuel H.....Pleck and Bescott N.S.
Knott, William .....Countess Weir N.S.
Martin, Charles E.....Trippett Industrial S.
Smith, Henry .....Much Wenlock N.S.
Tarplee, Andrew .....Solihull Free S.
Whitaker, Henry B. ....Nottingham, Bath Road B.S.
Williams, William .....Edeyrn N.S.
Passmore, George .....Swansea N.S.
Anning, John W.....Seaton N.S., Devon
Appleyard, John F. ....Cleethorpes N.S.
Brown, John .....Wearmouth Colliery S.
Chapman, Henry .....*Winchester.*
Gadie, William T. .....Giggleswick N.S.
Greasley, William .....Twyford (Leicestershire) N.S.
Harris, Robert .....Wakefield, Trinity N.S.
Humphreys, William ....Meifod N.S.
Mole, Thomas E.....Fetcham C. of E. S.
Morgan, William.....Nant-y-glo N.S.
Penhorwood, Thomas.....Wolston N.S.
Woolley, James .....Bredbury, St. Mark's N.S.
Wright, Charles .....Cambridge, St. Peter's N.S.
Bradley, George W. ....Baildon N.S.
Coll, George .....Limehouse Wes. S.
Daunt, Thomas .....Ruskington N.S.
Edmundson, John .....Blackburn, St. Michael's N.S.
Hore, Frederick F. .....Kingsteignton N.S.
Hudson, Robert .....Stockport N.S.
Priest, Isaac .....Womborne N.S.
Seaward, Samuel.....Colyton, C. of E. S.
Stokes, Walter .....Wolverhampton, St. John's N.S.
Thomas, William .. ...Aberdare, Town S.
Turner, William .....West Bromwich, Messrs. Bagnall's S.
Williamson, John G. ....Lubenham N.S.
Winchester, Isaac .....Arundel, N.S.
Broad, Henry .....Hale District C. of E. S.
Cooper, William .....Navestock N.S.
Parminter, John V.....Clifton N.S.
Savage, Augustus .....Wetley Rocks N.S.
Smith, Joseph .....Pensnett N.S.
Garside, Joseph T. ..... Mount Pellon Ch. Ch. N.S.
Chesney, Benjamin.....South Metropolitan District Union S.
Fowler, James .....Walcot (Bath) St. Swithin's N.S.
Hosken, John A. ..... *Culham.*
James, George .....Northam Day S.
Mustard, John W. .....*York.*
Nolan, Alfred .....New Radford N.S.
Phillips, Thomas .....New Alresford N.S.
Prevell, Henry.....Marske Zetland S.
Salusbury, Robert .....Llanrhaiadr-yng-nghinmeirch N.S.
Snelgar, Charles H. ....Lambeth, St. Thomas' N.S.
Wick, Emmanuel .....Faversham N.S.
Hardcastle, John.....Kirkburton, N.S.

SECOND CLASS—*continued.*

Killey, George B. .....Douglas, Athol St., St. George's N.S.
Owen, John P .....Fishguard N.S.
Owen, William .....Bryncock N.S.
Padfield, Henry .....Lyncombe, St. Mark's N.S.
Walden, George .....Gellygaer Endowed S.
Martin, George A. .....Horncastle N.S.
Long, John .....Thames Ditton N.S.
Moore, John.....Hunwick N.S.
Parkes, Frederick W.....Wolverhampton, St. Paul's N.S.
Thompson, Charles .....Birmingham, St. George's N.S.
Edwards, Harry P.....Thetford N.S.
Grimes, Henry A. .....Elson N.S.
Stanton, George H.....Stafford N.S.
Smithers, John.....Norbiton N.S.
Trent, Edward .....*Winchester.*
Wheeler, Henry .....Earley N.S
White, William H.....Merton (Devon) N.S.
Winson, Walter .....Belper N.S.
Booker, Alfred.....Wadhurst N.S.
Du Bois, William .....Dolby, St. James' N.S.
Dunkerley, John W. ....Waterhead N.S.
James, William ....Pontesbury N.S.
Rutland, George .....South Metropolitan District P.U.S.
Smith, Joseph E.....Chippenham P.U.S.
Syrat, George A. .....Leeds, St. Paul's N.S.
Weeks, Henry .....East Dean N.S.
Williams, James .....Ystalyfera N.S.
Woodman, George D.....Alverstoke N.S.
Yarnton, Edward J. ....Oxford, St. Ebbes N.S.
Robinson, Thomas .....Tyldesley Ch. of E.S.
Williams, Samuel .....Eccleshall N.S.
Clarke, Robert G. .....Warrington Par. S.
Anson, Edward.....*Culham.*
Carr, Robert .....Wreckenton N.S.
Parry, Richard.....*Carnarvon.*
Pawley, Castin .....Wigston Magna N.S.
Rickard, Nicholson J. B. Burmantofts, St. Stephen's N.S.
Russell, James H. .....Liverpool, St. Bride's N.S.
Simpson, Robert .....Silsden, St. James' N.S.
Woodhouse, Edward R...Holme Bridge, N. S.
Dickinson, John H.....High Harrogate N.S.
Glenton, Jackson .....Willington N.S.
Head, John E. .....Hanham N.S.
Hines, Charles H. .....Chichester Central S.
I'Anson, Edwin .....Blaydon, St. Cuthbert's S.
Ingram, Horace .....*Winchester.*
Johnson, Ellis .....Caistor N.S.
Morgan, Isaac .....Stepney P.U.S.
Roberts, Thomas.....Hay N.S.
Thomas, John .....Aberayron N.S.
Upstone, Frank G. .....Summertown N.S.
Watson, Robert .....Ardsley N.S.
Blight, Joseph R. .....Illogan N S.
Bailey Thomas, S......*Cheltenham.*
Hope, John W. .....Hendon, St. Paul's N.S.
Kemp, George ..... .Chilton N.S.
Richards, George .....Bristol, St. Michael's N.S.
Dawson, Alfred T. .....Coventry, St. Michael's N.S.
Jervis, Richard .....Eccleshall N.S.
Rogers, Thomas.....*Carmurthen.*
Howard, George .....St. Martin's-in-the-Fields, North. Dist. S.
Foster, Richard .....Rainham N.S. (Kent)
Airey, Richard .....*York.*
Davies, Lewis H. .....*Carnarvon.*

SECOND CLASS—*continued.*

Midgley, John .....Bierley (Yorkshire) Ch. of E.S.
Brooks, Edward .....*Culham.*
Cate, Edwin A. .....Butleigh Par. S.
Cooper, Alfred .....Pont Bleiddyn or Leeswood District S.
Cryer, Charles F.....Downend N.S.
Gore, John .....Knowsley, N.S.
James, George .....*Chelsea.*
Robinson, James .....Leeds, New Wortley N.S.
Tattersall, Thomas .....Clitheroe N.S.
Williams, Alexander ....*Carmarthen.*
Williams, William G. ....*Carnarvon.*
Greener, Thomas.....Greenside N.S.
Grainger, George.....Seacroft N.S.
Williams, Samuel .....Moxley N.S.
Bottomley, John .....Wallingford N.S.
Constantine, Benjamin ..Musbury N.S.
Forde, Hamlet.....Silkstone C.E.S.
Hurst, Peter ....Golborne N.S.
Field, George .....Bethnal Green, St. Jude's N.S.
Hartshorn, Thomas .....*Saltley.*
Paine, Albert S. .....Maidstone, Trinity N.S.
Stevens, Edwin .....Sheepshed N.S.
Woodward, Joseph .....Birmingham, St. Luke's N.S.

II. *Scottish Episcopal Church—Males.*

FIRST CLASS.

Munro, James Mc I. ....Aberdeen, St. John's Episcopal S.
Oldman, George .....Aberdeen, St. Andrew's Episcopal S.

SECOND CLASS.

Brebner, William .....Aberdeen, St. John's Episcopal S.
Chittock, William .....Mains (Dundee) Parochial S.
Carlton, William .....*Edinburgh Episcopal.*

III. *Church of England—Females.*

FIRST CLASS.

Wheeler, Mary ....*Bristol.*
Hamm, Louisa A.....Spalding N.S.
Rudd, Emma .....Norwich Model Girls' S.
Horton, Louisa E. .....Westminster St. Stephen's N.S.
Houlding, Sarah A.....Manchester Cheetham Hill, St Mark's N.S.
Bellamy, Matilda .....*Norwich.*
Williams, Mary .....Liverpool, St. Bride's N.S.
Boys, Sarah L. .....Northampton, All Saints N.S.
Dallimore, Bertha .....Trowbridge Par. S.
Haigh, Mary E.....Leeds, St. Peter's N.S.
Livingston, Mary .....Manchester, St. Barnabas N.S.
Frankling, Caroline S.....Newington, Trinity N.S.
Godson, Martha .....Leeds, St. George's N.S.
Myers, Annie .....Ripon, Trinity N.S.

FIRST CLASS—*continued.*

Kellaway, Eliza.....Weymouth Ch. S.
Perry, Julia C. .....*Home and Colonial.*
Sibbick, Amelia .....Broadstairs N.S.
Packwood, Annie.....Leamington N.S.
Pridmore, Ann.....Oakham N.S.
Smith, Julia .....*Lincoln.*
Caton, Hannah.....Kendal N.S.
Graves, Elizabeth .....Brembill N.S.
Jackson, Mary .....*Ripon.*
Leavens, Mary ... .Whitehaven, Holy Trinity N.S.
Revans, Harriett M.....Norwich, St. John de Sepulchre N.S.
Maslen, Anna .....Home and Colonial Model S.
Kelly, Caroline M. .....Preston, St. Mary's N.S.
Pendred, Emily .....Northampton, All Saints N.S.
Barnwell, Elizabeth .....Manchester, Paddington St. Paul's N.S.
Harrod, Mary .....St. Pancras N.S.
Moore, Mary .....Redcliffe, St. Mary's N.S.
Newton, Mary .....Stockport, St. Thomas' N.S.
Read, Mary E.....Gillingham N.S.
Tilly, Elizabeth .....Arundel C.E.S.
Lake, Elizabeth .....Nottingham, Trinity N.S.
Hughes, Harriett.....Norwich, Model Inf. S.
Child, Phœbe .....*Home and Colonial.*
Crawford, Margaret .....Liverpool, All Saints' N.S.
Grumbridge, Susan .....Paddington, St. Stephen's N.S.
Harding, Alice M. .....Wolverhampton, St. Luke's N.S.
Stevens, Elizabeth F.....Limehouse, St. John's N.S.
West, Emma.....Great Chart N.S.
Border, Sarah A. .....Hendon, St. Paul's N.S.
Holden, Susan J.....Preston, St. Peter's N.S.
Holt, Jemima J.....Weymouth, Trinity N.S.
Lawton, Mary .....Sheffield Par. Ch. S.
Browne, Rose H. .....Islington, St. Michael's N.S.
Clark, Mary .....Bath, Beacon Hill N.S.
Cowburn, Amelia E.....Preston, St. Mary's N.S.
Johns, Mary .....Mylor Bridge N.S.
Mitchell, Sarah M. .....St. Pancras, Woburn Epis. S.
Owens, Mary I. .....Kenilworth, Girls' and Inf. N.S.
Searle, Susan .....Marylebone, Christ Chapel S.
Taylor, Sarah A. .....Hingham N.S.
Wigley, Gertrude.....Holborn, St. George the Martyr N.S.
Badderly, Sarah .....Derby, St. Alkmund's N.S.
Baseley, Catherine .....Northampton, All Saints' N.S.
Callander, Jessie .....*Whitelands.*
Dunn, Harriet .....North Cave N.S.
Hearn, Hannah .....Marylebone, Western S.
Horrex, Charlotte .....*Norwich*
Jones, Grace .....Holyhead N.S.
Kelly, Alice W.....Whitelands, Model S.
Husband, Mary A. .....Westminster, St. Stephen's N.S.
Mills, Eliza .....Derby Practising S.
Davies, Eleanor .....Latchford Inf. S.
Glaister, Emily H. .....Whitelands Model S.
Hall, Ann E.....Hastings, All Saints and St. Clement's N.S.
Haslop, Martha .....Cambridge, King Street N.S.
Hughes, Jane A. .....Hulme, St. Philip's N.S.
Lambourn, Lavinia.....Chiswick N.S.
Neville, Mary A. C. ....Islington, Chapel of Ease N.S.
Pickering, Elizabeth A...Whitehaven, St. Nicholas N.S.
Webb, Emily .....Cheltenham, Trinity N.S.
Collier, Maria B. .....*Home and Colonial.*
Hamilton, Esther.....Altrincham, St. George's Jubilee S.
Kersey, Hannah .....Pimlico, St. Michael's N.S.
Lowe, Margaret .....Newcastle-under-Lyne N.S.

First Class—*continued.*

Mann, Helen .....Beckenham N.S.
Palmer, Jane H. .....Folkestone Ch. Ch. N.S.
Peacock, Wilhelmina....Chatburn N.S.
Robinson, Mary .....Gosport, St. Matthew's N.S.
Thomas, Anne .....Bangor N.S.
Weller, Mary .....Henley-on-Thames N.S.
Gozar, Harriet L. .....Charterhouse, St. Thomas' N.S.
Berry, Mary A. C. .....Marylebone, Eastern N.S.
Evans, Ellen.....Wirksworth Inf. S.
Murray, Jane .....St. George-in-the-East, St. Matthew's N.S.
Smith, Annie E. .....Thorney Abbey N.S.
Barnard, Eliza .....Islington, St. Michael's N.S.
Beardsworth, Fanny ....Blackburn. St. John's N.S.
Burdon, Sarah J. .....Hanover Square, St. George's United Day S.
Durant, Margaret .....Hampstead Par. S.
Hearn, Eliza J.....Windsor, Royal Free and Indl. S.
Nock, Ada.....WestBromwich,Goldshill,Messrs.Bagnall'sS.
Payne, Hannah M. .....High Wycombe, N.S.
Petty, Isabella .....Amwell N.S.
Priestland, Anne .....Measham N.S.
Smith, Amelia .....Grantham N.S.
Searle, Charlotte .....Tiverton, Heathcoat B.S.
Allen, Sarah W. .....*Home and Colonial.*
Carpenter, Jane .....Westminster,St. Margaret and St.John's N.S.
Clulow, Harriet .....Manchester, Granby Row N.S.
Davies, Emily M. .....Upper Holloway, St. John's N.S.
Egerton, Annie.....Mold N.S.
Ewbank, Jane .....Birstwith Church of Eng. S.
Galpin, Ellen O. .....*Home and Colonial.*
Garside, Hannah.....Collyhurst, St. Catherine's N.S.
Olorenshaw, Caroline....Rugby, Elborow's Charity S.
Simnet, Mary .....Burton-on-Trent, Trinity N.S.
Thomas, Rosa J. .....Oxford, St. Paul's N.S.
Walters, Mary N. .....Henley-on-Thames N.S.
Weaver, Mercy A. .....Banbury N.S.
Wilson, Sarah A. .....Gloucester, St. James' N.S.
Wood, Emily M.....Dorchester N.S.
Clay, Sarah E.....Sutton-in-Ashfield, N.S.
Green, Ellen .....Marylebone, Trinity N.S.
Hadnutt, Agnes S. .....St. Pancras, Woburn Episcopal S.
Knight, Eleanor A..... Bole N.S.
Mant, Blanche S. .....Wimbledon N.S.
Marshall, Emma J.....Tiverton, Heathcoat B.S.
Broady, Mary J. .....Bowdon N.S.
Burton, Mary .....Uckfield Par. S.
Cadwallader, Frances ..Cheltenham, St. Mary's N.S.
Charlton, Emily A.....Croughton, Ch. S.
Elliott, Mary A. .....Pontymoil N.S.
Horne, Clara H. .....Upper Holloway, St. John's N.S.
Kay, Sarah .....Liverpool, St. Jude's N.S.
Longdon, Elizabeth .....Shipley and Cotmanhay S.
Radcliffe, Harriet M.....Marylebone, Hampden Gurney S.
Ritson, Sarah .....Cockermouth N.S.
Shaw, Myra .....Shipley and Cotmanhay N.S.
Spalding, Esther T.....Woolwich N.S.
Sweet, Charlotte .....Woolwich, St. Thomas' N.S.
Woodcock, Emma .....Scilly, St. Mary's N.S.
Mann, Emily .....Kidderminster, St. John the Baptist N.S.
Betson, Sarah J. .....Cambridge, St. Paul's N.S.
Brown, Emma .....Grantham, Brownlow Infant S.
Bunce, Rosa .....Waltham Abbey Par. S.
Case, Elizabeth .....March N.S.
Clare, Elizabeth E.....St. Helens', Duke St. Infant S.
Colvin, Jane A. .....Bishop Wearmouth Infant S.

FIRST CLASS—*continued.*

Cooper, Amelia .....*Truro.*
Jones, Mary C. .....Abersychan, British Iron-works S.
Lines, Elizabeth R.....Plumstead, Burrage Road, Ch. of Eng. S.
Lowe, Jemima .....Halesowen N.S.
Mance, Caroline S.....Widcombe, Girls' and Infants' N.S.
Perkins, Emily.....*Home and Colonial.*
Phillips, Mary A. ... ..*Ditto.*
Bates, Isabella .....Pendleton, St. Thomas' N.S.
Brewer, Kate .....Derby, Practising S.
Dust, Elizabeth .....Tunstall, N.S.
Faerber, Julia .....Ramsgate Ch. Ch. N.S.
Green, Charlotte E.....St. Giles-in-the-Fields N.S.
King, Mary A.....Beccles N.S.
Knowles, Maria A.....Bradford Ch. Ch N.S.
Mounteney, Harriett ....New Radford Ch. Ch. N.S.
Oliver, Sarah A. .....Norwich, Model Girls' S.
Owen, Elizabeth .....Holyhead N.S.
Pritchard, Mary J. .....Hampstead Ch. Ch. N.S.
Rawding, Mary A.....Newark Ch. Ch. N.S.
Seers, Susannah M.....Burford and Fulbrooke N.S.
Watts, Ellen .....Hammersmith, St. Peter's N.S.
Seabrook, Alice .....Walham Green, St. John's N.S.
Newson, Elizabeth J.....Bromley N.S.
Shave, Ursula .....Long Melford N.S.
Tivendale, Martha R ....Islington, Chapel of Ease Par. S.
Walters, Mary D......*Home and Colonial.*
Williams, Mary A.....Hampstead, Ch. Ch. N.S.
Winmill, Fanny .....Sellinge N.S.
Wright, Sarah A.....Horncastle N.S.
Andrew, Annie .....Brighton, St. Paul's N.S.
Batson, Anna M.....Marylebone, Nutford Place, St. Luke's N.S.
Bromley, Sarah J. .....Manchester, All Saints' N.S.
Cash, Harriet .....Deritend, St. John's N.S.
Chaffin, Sarah .....Southwark, St. Jude's N.S.
Higgins, Sarah A. L. ....Ludgarshall N.S.
Keats, Sophia .....Kingston (Dorset) Ch. of Eng. S.
Llewellyn, Mary E. ....Bath, St. Saviour's N.S.
May, Fanny .....Reading, St. Lawrence N.S.
Pryme, Phœbe.....Westminster, St. Matthew's N.S.
Scarffe, Sarah .....Gt. Waldingfield N.S.
Tunnacliffe, Lavinia ....Huddersfield, Seed Hill, St. Peter's N.S.
Turton, Ellen .....Carnarvon N.S.
Wrigley, Julia .....Kettering, North End S.
Bailey, Elizabeth.....Westminster, North Audley Street, St. Mark's N.S.
Beardmore, Sarah E.....Leek, St. Luke's N.S.
Brown, Sarah .....Leicester, Knighton Street N.S.
Bye, Eliza .....Cheltenham, St. Mary's N.S.
Church, Emily.....Kentish Town N.S.
Coppard, Mary .....Flimwell N.S.
Cother, Annie F. .....Cheltenham, Bath Road, St. Luke's N.S.
Cox, Jane F.....Hackney Free and Par. S.
Gardner, Elizabeth G. ..Brixham Infant S.
Giddings, Caroline .....Westbury, Heywood House S.
Growns, Emily.....Tenterden N.S.
Haskard, Mary A. .....Nottingham, St. Mary's N.S.
Kelley, Elizabeth F......*Home and Colonial.*
Orgill, Elizabeth .....Wednesbury, St. James N.S.
Pile, Amelia .....Canterbury, St. Dunstan's N.S.
Richards, Emily .....Kidderminster, St. George's N.S.
Stringer, Clara .....Maidstone, St. Paul's N.S.
Tardif, Sophie .....Guernsey, St. Peter's Port N.S.
Toby, Anna. V. C. .....*Truro.*
Vie, Martha .....Ashford (Kent) N.S.
Cheetham, Martha .....*Warrington.*
Foice, Mary A. .....Wimbledon N.S.

First Class—*continued.*

Gerrard, Mary A. E. ....St. Pancras N.S.
Goldsmith, Sarah J. ....Brighton, St. John's N.S.
Holloway, Mary .....Ringwood N.S.
Jarvis, Margaret J.....Highgate N.S.
Jenkinson, Mary .....Beverley Minster N.S.
Kite, Emily .....Stansted Mountfichet Par. S.
Pedley, Elizabeth A. ....Stoke-upon-Trent N.S.
Smith, Sarah J.....Ingrow N.S.
Sutton, Caroline M. ....Chelsea, Markham Street Infant S.
Tanner, Louisa A. .....Hackney Infant S.
Todman, Jane C. .....Southwark, St. Peter's N.S.
Warwick, Selina M. ....Everton, St. George's N.S.
Webb, Isabella .....Stratford-on-Avon N.S.
Broadhurst, Annie .....Walsall Blue Coat S.
Cherry, Harriet .....Islington Chapel of Ease Girls and Infts. S.
Clarke, Harriet S. .....Cheltenham.
Greenhill, Emily.....Marylebone, Trinity N.S.
Dunn, Maria.....Chatteris, Girls' S.
Kilpin, Lucy .....St. John's Wood, St. John's N.S.
King, Rosa L. .....Westbury N.S.
Lambert, Sarah E. .....New Radford, Ch. Ch. N.S.
Nettleton, Mary A.....Great Budworth N.S.
Nuttall, Ellen E .....Marylebone, Nutford Place, St. Luke's N.S.
Purser, Emma C.....West Bromwich, Goldshill, Messrs Bagnall's Works S.
Randall, Sarah H. .....Madeley N.S. (Salop)
Sherman, Emma H. ....Dedham N.S.
Siner, Louisa .....West Bromwich, Ch. Ch. N.S.
Sutton, Mary E. .....Bollington N.S.
Thorpe, Maria E. .....Oldham, N.S.
Weaire, Mary J. .....East Grinstead, N.S.

Second Class.

Bishop, Harriette..... Cheltenham, Ch. Ch. N.S.
Browitt, Eleanor F.....Battersea Fields, St. George's N.S.
Cooper, Sarah M.....Allestree, Ch. of E. S.
Goffin, Isabella..... .Reedham N.S.
Gruchy, Elizabeth F.....Jersey, St. Paul's N.S.
Hayward, Emily .....Kingsdown, St. Matthew's N.S.
Jones, Ellen .....Westbury-on-Trym N.S.
Little, Clarissa E.....Bristol, St. Augustine's N.S.
Martin, Emily A. .....Devonport, St. Stephen's N.S.
Morris, Ann J. ....Liverpool, St. Augustine's N.S.
Parkes, Adah .....Oldbury, Tat Bank N.S.
Ryder, Emma, F.....Torquay, Boston Fields N.S.
Webb, Elizabeth A. ....Bradpole N.S.
Webb, Selina .....Cheltenham, Trinity N.S.
Whipple, Elizabeth .....Home and Colonial.
Greenhalgh, Hannah ....Astley Bridge N. S.
Anderson, Anne .....Huddersfield, Seed Hill, St. Peter's N.S.
Arnold, Martha J. .....Kinwarton and Great Alne N.S.
Arthur, Ellen .....Nuneaton, Church Lane, N.S.
Barwick, Emma .....Ripon, Girls' N.S.
Croughton, Mary.....Aldersgate Ward and Packington S.
Fillingham, Emily M.....Croydon B.S.
Johnson, Martha M. A...Lambeth P.U.S.
Kemp, Isabella.....Wallasey N.S.
Langston, Harriet .....Gloucester, St. James' Infant S.
Mercer, Mary .....Crewe N.S.
Parker, Emma E. .....Buersil and Lower Place N.S.
Porter, Eliza.....Wordsley N.S.
Reed, Sarah .....Peterborough N.S.
Robson, Mary .....Durham, St. Oswald's N.S.

SECOND CLASS—*continued.*

Tallant, Ellen .....Stoke Newington, Par. S.
Tennant, Sibylla .....Langcliffe N.S.
White, Fanny A.....Smethwick, Chance's S.
Bailey, Catherine M.....Redhill, St. John's N.S.
Barton, Mary A.....Northampton, St. Sepulchre's N.S.
Bell, Ellamina .....*Norwich.*
Bulbeck, Priscilla ..... Chichester, St. Pancras N.S.
Cowen, Ellen.....*Cheltenham.*
Cryer, Ellen .....Southport, Ch. Ch. N.S.
Goodwin, Elizabeth ....Abbotts Langley N.S.
Haddon, Ellen J.....Hunningham N.S.
Hayward, Mary A.....South Metropolitan Dist. P. U. S.
Hughes, Sarah.....Bilston, St. Leonard's N.S.
Nicholls, Emma S.....Cheltenham, Trinity N.S.
Nott, Eliza .....Stratford, St. John's N.S.
Paris, Josephine .....Lambeth P.U.S.
Smith, Sarah A. .....Enfield, St. James' N.S.
Welch, Emily .....Codicote N.S.
Yates, Emily .....Salford Ch. Ch. N.S.
Down, Emily .....Strood N.S.
Acton, Louisa S.....Cheltenham, Normal S. Practising S.
Brown, Elizabeth .....Derby, St. Alkmund's N.S.
Campbell, Eliza .....Folkestone, St. Mary & St. Eanswith's N.S.
Cantrell, Elizabeth .....Kidderminster, St. George's N.S.
Cooke, Mary A. .....Sandon, N.S.
Craib, Ellen .....East and West Teignmouth Par. S.
Crockford, Harriet .....Handsworth, St. James' N.S.
Gaskin, Elizabeth .....*Norwich.*
Hannath, Sarah E. .....*Lincoln.*
Harwood, Elizabeth ....Tiverton, Heathcoat B.S.
Hutchinson, Emma.....Arnold N.S.
Kocher, Susannah M.....Battersea Fields, St. George's N.S.
Maddox, Emma .....Shrewsbury, St. Mary's N.S.
Moon, Frances.....St. Leonards-on Sea, St. Mary Magdalen N.S.
Muskett, Elizabeth.....Thorpe Hamlet, St. Matthew's Ch. of Eng. S.
Page, Charlotte C. .....Hammersmith, St. Peter's N.S.
Pfeil, Sarah A......*Bishop's Stortford.*
Press, Leah .....*Home and Colonial.*
Sissling, Lavinia .....*Ditto.*
Slatter, Martha.....Leckhampton, St. Philip's N.S.
Towle, Elizabeth .....Beeston N.S.
Wilkinson, Mary A. ....Bingley N.S.
Yates, Mary A. .....Bushbury N.S.
Bland, Emma .....Islington, St. Michael's N.S.
Bray, Bertha A. .....Coventry, St. Michael's N.S.
Fowler, Sophia.....Ramsgate Ch. Ch. N.S
Holter, Frances .....Eastbourne N.S.
Killingly, Marion .....Devon and Exeter Central S.
Puttock, Elizabeth .....Holborn, Saffron Hill, St. Peter's N.S.
Southcote, Mary .....Stockton-on-Tees Industrial S.
Velden, Emily .....*Salisbury.*
Vernon, Elizabeth .....Bristol, St. Clement's N.S.
Warwick, Mary E.....Finsbury, St. James' N.S.
Whitehead, Hannah ....Salford, St. Matthias' N.S.
Woodward, Mary E.....Seaton Carew N.S.
Pinnock, Rebekah A. ....West Cowes, Infant S.
Baker, Susan .....Ilfracombe, St. Philip and St. James' N.S.
Batey, Jane .....Shielfield (Newcastle) Ch. Ch. N. S.
Dewhurst, Frances.....Tonge-cum-Alkrington N.S.
Everitt, Sarah T.....Great Chesterford N.S.
Gillard, Charlotte .....Milborne Port Ch. of E.S.
Hatfield, Ellen M. .....Binfield N.S.
Hodson, Mary A. .....Worksop, Rectory S.
Learmouth, Elizabeth S..Rhyl N.S.
Lee, Ellen .....Torquay, Trinity N.S.

SECOND CLASS—*continued.*

Pickard, Charlotte E.....Whitwick N.S.
Robinson, Rachel .....Nottingham. Trinity N.S.
Green, Sarah A. .....Liverpool, St. Saviour's N.S.
Pilling, Mary .....Bolton-le-Moors, Trinity N.S.
Abbott, Hannah .....Newport Pagnell Central N.S.
Ainsworth, Elizabeth ....Frodsham N.S.
Bains, Lucy .....Deeping, St. James' N.S.
Farmer, Elizabeth E. ....Pendleton, St. Thomas' N.S.
Hallas, Eliza A.....Hindley N.S.
Johnson, Sarah .....Wolverhampton, St. Paul's N.S.
Mortimer, Vina .....Great Horton N.S.
Pattison, Mary.....Aldfield N.S.
Rutherford, Jane.....Sunderland, Grey S.
Sargent, Elizabeth .....Sherborne N.S.
Smith, Lucy .....*Derby.*
Smith, Susanna .....Barkestone N S.
Stark, Emily .....Christchurch N.S.
Walker, Frances .....Liverpool, Toxteth Park, Trinity N.S.
Walker, Jane .....Dumbleton N.S.
Whitworth, Harriet ....Douglas, St. Barnabas N.S.
Wright, Jane .....Barley N.S.
Cannon, Caroline .....Stepney, St. Thomas' N.S.
Clarke, Sarah A.....Deddington N.S.
Gresty, Martha .....Hulme, St. Mary's Ch. S.
Hammond, Elizabeth ....Enville, Parish S.
Jones, Ann .....Tranmere, St. Paul's N.S.
Morgan, Joan .....Ystalyfera, Ch. of E.S.
Mullin, Mary A... .. ..Urmston, Ch. of E.S.
Northam, Elizabeth V. ..Axminster N.S.
Rowlatt, Lucy.....Croydon, Ch. Ch. N.S.
Wade, Caroline .....Islington, St. Peter's N.S.
Young, Laura A.....South Lambeth, Spring Grove N.S.
Abbey, Martha.....Oakham N.S.
Beddard, Emily .....Illogan N.S.
Beswick, Eliza .....Bolton, Lever St., Trinity N.S.
Bragg, Emma M.....Taunton, Central S.
Cawthorn, Sarah A. ....Greenwich, East Branch N.S.
Conway, Mary Anne ....Holborn, St. Andrew's Trinity Dist. S.
Darnell, Emma .....Gt. Yarmouth, St. Peter's N.S.
Easton, Amelia M.....Bristol, St. Clement's N.S.
Peat, Janet .....Workington, Ch. of Eng. S.
Wood, Mary .....St. Pancras, Trinity N.S.
Ball, Mary A. .....Southwark, Waterloo Road, St. John's N.S.
Carter, Mary Anne .....Banbury N.S.
Chambers, Amy .....Datchet N.S.
Casburn, Elizabeth .....Chatteris, Infant B.S.
Edwards, Mary A. .....*Bishop's Stortford.*
Fox, Emily .....Islington, St. Stephen's N.S.
England, Anna .....Clapham, All Saints' N.S.
Matthews, Jemima J.....Rugby, Trinity N.S.
Noad, Sarah .....Road Hill N.S.
Oates, Martha .....Sheffield Central S.
Riley, Mary E.....Buersil and Lower Place N.S.
Roiley, Anne .....Bolton-le-Moors, Trinity N.S.
Spencer, Mary .....Nuneaton, Church Lane N.S.
Storer, Margaret .....Marple N.S.
Ashforth, Alice E. .....Timperley N.S.
Cooke, Martha .....Amblecote N.S.
Healey, Mary S. .....Edgbaston, St. James' N.S.
Holme, Mary E. .....*Cheltenham.*
Knox, Hannah W. .... .Newcastle, St. Andrew's N.S
Lord, Mary E. F. .....Galleywood N.S.
White, Fanny L.....Newport (I. of W.) N.S.
Wright, Eliza .....Talke-on-the-Hill N.S.

SECOND CLASS—*continued.*

Hall, Mary E. .....Liverpool, St. James' N.S.
Baptie, Ellen .....Hampstead, Par. S.
Bridge, Mary .....Manchester, Birch St. James' N.S.
Brown Mary A. .....Tunbridge, St. Stephen's N.S.
Brown, Elizabeth F. ....Manchester, St. Saviour's N.S.
Cockerham, Elizabeth....Elland N.S.
Collett, Amy E. ..... Birmingham, Bp. Ryder's S.
Gosling, Sarah .....Tean B S.
Hamnett, Mary E. .....Lower Crumpsall N.S.
Hughes, Ellen .....*Whitelands.*
Jackson, Margaret .....Wearmouth Colliery S.
Muddock, Jane.....Christleton N.S.
Mare, Anne .....Exeter, St. David's N.S.
Pope, Emma S. .....Halesowen Infant S.
Searle, Mary J. .....Westminster, St. Margaret's N.S.
Smith, Anna M. ... .Bradford-on-Avon, Ch. Ch. N.S.
Smith, Kezia.....Gt. Grimsby N.S.
Sperring, Mary E. .....Bristol, St. James' N.S.
Swain, Emma .....Marple N.S.
Spybey, Mary .....Nottingham, St. James' N.S.
Bunting, Lydia.....Cambridge, St. Giles' N.S.
Caldwell, Margaret.....Manchester, St. Michael's N.S.
Deane, Mary .....Everton, St. Peter's N.S.
Dixon, Ellen .....*Home and Colonial.*
Everatt, Elizabeth M ....Painswick N.S.
Gilbert, Mary A.....East Retford N.S.
Holes, Harriett.....Newport Pagnell Central N.S.
Jowett, Elizabeth .....Halifax Parish Ch. S.
Shoesmith, Phœbe .....Tenterden N.S.
Sudell, Amelia F. .....Preston, St. Paul's N.S.
Walters, Mary.....Llandovery N.S.
Wilson, Bessie.....Dunham Massey, St. Margaret's Inf. N.S.
Ashworth, Catherine ....Dodworth N.S.
Barnes, Mary A. .....Purton N.S.
Dewar, Maria L. .....Ashford, St. Mary's N.S.
Gale, Maria C. . .....St. Thomas (Exeter) N.S.
Hooson, Mary J .....Middleton by Wirksworth, N.S.
Houghton, Anne .....St. Helen's, Duke Street Infant S.
Jackson, Esther .....Prestwich, N.S.
Rawle, Susan A. .....Kennington Oval, St. Mark's N.S.
Smith, Catherine .....Cheltenham Ch. Ch. N.S.
Troughton, Jane .....Ulverston, N.S.
Varty, Mary A. .....Alston, N.S.
Cloak, Maria .....Aberavon, N.S.
Holden, Sarah A. .....*Lincoln.*
Jackson, Charlotte F.....Southsea, St. Jude's N.S.
James, Elizabeth .....Market Drayton N.S.
Jones, Elizabeth .....Amlwch N.S.
Kenyon, Mary E. .....Salford, St. Simon's N.S.
Street, Julia .....*Derby.*
Walker, Bessy.....Liversedge, High Town N.S.
Wegg, Caroline .....Barnham Broom N.S.
Wright, Matilda .....Gt. Yarmouth, St. John's N.S.
Boult, Elizabeth .....Ditto.
Broom, Mary J. .....Hertford, Abel Smith's Memorial S.
Drake, Susan A. .....Birstal N.S. (York.)
Fowler, Emily C.....Cheltenham, St. Paul's N.S.
Graham, Hannah .....Whitby N.S.
Hall, Harriet .....Macclesfield, Old Ch. N.S.
Hall, Louisa .....Camden Town N.S.
Halstead, Betsy .....Miles Platting, St. John's N.S.
Kirkby, Kate .....Coventry, St. Michael's N.S.
Page, Ann.....Upper Holloway, St. John's N.S.
Prinsep, Catherine .....Essington N.S.
Rawling, Susannah G. ..Skirbeck, N.S.

SECOND CLASS—*continued.*

Rose, Kate .....Southampton, Trinity N.S.
Smith, Jane .....Manchester, Cheetham Hill, St. Luke's Infant N.S.
Smith, Selina E. .....Bradninch N.S.
Stubbs, Mary .....Crewe Green, Ch. of England S.
Vening, Mary E. B.....Torquay, N.S.

Appleton, Annie C.....Beverley Minster N.S.
Chinn, Emma .....Brereton N.S.
Foster, Henrietta.....Low Harrowgate, St. Mary's N.S.
Freeman, Lois .....Speen, Par. S.
Gibbard, Eliza .....Hastings, St. Mary's N.S.
Grant, Eliza A. .....Walsall, Blue Coat S.
Harris, Martha.....Rotherham N.S.
Humphries, Emma .....Edgbaston, Par. S.
Isitt, Elizabeth S. .....Southwark, St. Peter's N.S.
Kitley, Jane .....Lyncombe, St. Mark's N.S.
Lewis, Mary A. .....Carmarthen N.S.
Roberts, Mary .....Stoke Bishop N.S.
Walker, Jane C.....Aldershot, Mixed S.

Bright, Rosa .....Cubington N.S.
Clark, Lucy .....Redbourn N.S.
Cooper, Mary .....Welton-le-wold N.S.
Gee, Harriet M. .. ....Oxford, St. Paul's N.S.
Jolly, Mary A. .....Norwich, St. Giles' N.S.
Moore, Elizabeth.....Cheetham Hill, St. Luke's N.S.
Phizacklea, Alice .....Ulverstone N.S.
Smith, Elizabeth .....Manchester, St. Saviour's N.S.

Capper, Elizabeth A. ....Almondbury Central N.S.
Fotheringham, Annie ....Boughton, C. E. Inft. S.
Midelton, Ellen .....Glastonbury N.S.
Mills, Emma.....Shaftesbury, St. James' N.S.
Richards, Catherine ....Burnley N.S.
Simpson, Emma .....Ashton-under-Lyne, St. Peter's N.S.
Street, Eliza .....Hoxton, St. John's N.S.

Briggs, Mary .....Bradford, Hill Top, Low Moor, Ch. Inft. S
Cole, Elizabeth.....Northwood (Isle of Wight) N.S.
Durston, Mary A. .....Haslington S.
Haslett, Ellen S. .....Plymouth, Ch. Ch. N.S.
Holland, Maria .....Blackburn, St. Luke's N.S.
Kingham, C. Hannah ....Norwich.
Lunt, Elizabeth .....Tattenhall N.S.
Williams, Joanna .....Kenwyn, St. George's N.S.

Chandler, Harriett .....Reach, Trinity N.S.
Dadley, Jemima .....Windsor Park, Royal S.
Fielding, Jane F.....Bethnal Green, St. Matthias' N.S.
Howe, Caroline .....Stepney P.U.S.
Lawrence, Elizabeth ....Ulverstone N.S.
Thorpe, Ruth .....Tipton, St. John's N.S.
Twining, Agnes E. .....Rugby, Elborow N.S.
Watson, Mary A. .....Dunham Massey, St. Margaret's Inft. N.S.
White, Emma .....Parr (St. Helen's) N.S.
Wilkins, Mary E. .....Cheltenham, St Mary's N.S.
Woods, Ellen .....Liverpool, St. Simon's N.S.

Armit, Sarah E. .....Hull, St. Stephen's Inft. N.S.
Buckle, Emma .....Bramley, (Leeds) N.S.
Charles, Margaret.....Home and Colonial.
Farrell, Caroline M.....Ripon.
Freeman, Elizabeth ....Woodstock N.S.
Goldswain, Martha.....Great Marlow N.S.
Griffiths, Keziah .....Bristol.
Jenkins, Mary A. .....Maidstone, All Saints' N.S.
Kane, Emily .....Codnor Inft. S.
Larkin, Emily .....Hulme, St. Philip's N.S.
Luck, Fanny.....Clifton (Cumberland) N.S.

SECOND CLASS—*continued.*

Mason, Matilda E. .....Odiham, All Saints' N.S.
Shaw, Selina.....Armitage Bridge N.S.
Smith, Elizabeth .....Liverpool, Toxteth Park, St. Thomas' N.S.
Standley, Matilda .....Tipton, St. Martin's N.S.
Worsfold, Eleanor .....Petworth N. S.

IV. *Scottish Episcopal Church—Females.*

FIRST CLASS.

Campbell, Jane .....Edinburgh, Trinity S.
Pattinson, Elizabeth A...Aberdeen, St. Andrew's S.
Mac Caskell, Agnes ....Leith, St. James' S.
Kerr, Anne .....Dundee, Rood Yards S.
Gilgour, Jessie .....Dundee, St. Salvador's S.
Boyle, Elizabeth .....Edinburgh, St. George's S.
Cardno, Anne .....Fraserburgh, St. Peter's S.

SECOND CLASS.

Tocher, Margaret H. ....*Edinburgh.*
Alexander, Margaret....Aberdeen, St. Andrew's S.
Moffat, Alexina .....Inverness, The Bishop's S.
Sang, Rachel .....Dundee, Rood Yards S.

V. *British and Wesleyan—Males.*

FIRST CLASS.

Hayman, John .....Wellington (Somerset) B.S.
Hopkins, Joseph W. ....Wotton-under-Edge B.S.
Reynish, James .....Swansea B.S.
Stone, Josiah .....Bristol, Lewin's Mead B.S.
Sedgwick, George .....Darlington, Wes. S.
Tucker, William L. ....Stony Stratford B.S.
Jenkinson, Jabez .....Thurstonland End. S.
Kerry, James .....Oxford, Wes. S.
Maddison, Thomas .....York, Hope Street B.S.
Harris, Frederick G. ....Notting Hill, Horbury B.S.
Williams, William .....Swansea B.S.
Talbot, Arthur G. .....Road, Wes. S.
Edgar, William Mc C. ..Doncaster B.S.
Chapman, Frederick ....Stratford B.S.
Jenkins, George .....Bedminster B.S.
Cowham, Joseph H. ....Tipton, Wes. S.
Wright, Richard J.....Banbury B.S.
Kemp, George W. .....Lynn B.S.
Lightbourn, Joseph.....Egerton B.S.
Coling, Thomas .....Reading B S.
King, George E. .....Oxford Wes. S.
Palmer, William .....Rugby Wes. S.
Baldwin, Thomas .....Manchester, Lever Street Wes. S.
Williams, David .....*Bangor.*
Bowden, Charles.....Glossop, Duke of Norfolk's B.S.
Duncan, John .....S. Shields, Union B.S.
Fifoot, Charles A. .....Cardiff Wes. S.
Jones, Griffith J. .....Aberllefenny B.S.
Dorsett, William.....Coalbrookdale, Company's Boys' S.
Gibson, Thomas .....Warrington B.S.
Evans, Gwillin.....Ebbw Vale B.S.

First Class—*continued.*

Inchbold, William .....New Windsor B.S.
Leitch, Thomas .....Barnard Castle Wes. S.
Willans, John A. .....Portwood Wes. S.
Johnson, Benjamin .....Waltham Wes. S.
Jones, Thomas .....Mold B.S.
Richards, William .... .Cwmbran B.S.
Walker, Francis H.....Great Yarmouth B.S.
Jones, William.....Talgarth B.S.
Nicholson, John J. .....Derby, King Street Wes. S.
Blocksidge, Joseph .....West Bromwich B.S.

Second Class.

Schofield, Joseph.....Lees, Zion Methodist New Connection Day S.
Sparks, William .....Wells (Norfolk) B.S.
Headley, Robert .....*Borough Road.*
Hinchsliff, John T. .....Redhill (Sheffield) Wes. S.
Lewis, George .....*Borough Road.*
Horswill. John .....Liskeard B.S.
Jackson, Joseph .....*Borough Road.*
Littlebury, Charles W. ..Nayland N.S.
Binns, James H. .....Bingley Wes. S.
Hicks, George .....Keynsham B.S.
Newberry, George .....Sherborne, Long Street B.S.
Webb, William H. .....West Bromwich Wes. S.
Woodward, James .....Smethwick Wes. S.
Bailey, Stephen W.....York, Hope Street B.S.
Jones, John T. .....*Bangor.*
Mackney, Henry .....Dartford Wes. S.
Turner, Joseph H. .....Huddersfield Trinity N.S.
Ward, Thomas A. .....Pocklington Wes. S.
Keyworth, Edwin .....*Westminster.*
Tuck, George.....*Borough Road.*
Gutteridge, John D. ....Hadfield Wes. S.
Pooley, John .....Wall Wes. S.
Potts, Josiah.....Toddington Wes. S.
Witham, Joseph .....Seacombe Wes. S.
Burgham, Edwin, J. ....Tudhoe Iron Works S.
Grimwood, William A. ..Mile End New Town, Church St. B. S.
Allen, Samuel .....Stoke (Devonport) B. S.
Clarke, Thomas .....Hackney Road, Weymouth Terrace B. S.
Thomas, David.....Llansadwrn B. S.
Brooksbank, James.....Idle Wes. S.
Barber, Elijah .....Glossop, Duke of Norfolk's B. S.
Phillips, James .....*Borough Road.*
Shellard, Albert E. .....Hanham Wes. S.
Vincent, Thomas H. ....Camborne B S.
Bielby, Matthew .....Bridlington Quay Wes. S.
Robson, Enoch.....Oldbury, Wes. S.
Shackleton, John.....Lees Wes. S.
Smith, Edgar .....Wareham B. S.
Harding, Edwin J. .....*Westminster.*
Basford, David D. .....Oundle B. S.
Leech, Jonah .....Tipton, Great Bridge Wes. S.
Rose, Samuel B. .....Lambeth, George St. B. S.
King, Thomas C. .....Pocklington Wes. S.
Fortune, Joseph.....*Westminster.*
Elliott, Thomas C. .....Margate B. S.
Jones, David.....Dolbadarn B. S.
Morgan, David O. .....*Bangor.*
Morgan, Thomas ..... ,,
Stephenson, Robert.....Bishop's Auckland, St. Helen's B. S.
Fawkes, Walter H.....Bristol Wes. S.
Williams, Lewis .....Cefn. B. S.

VI. *British and Wesleyan—Females.*

First Class.

Turney, Mary .....Nottingham, High Pavement B.S.
Marvin, Caroline.....Stockwell Practising S.
Pearson, Zilpah A.....Woburn Free B.S.
Davies, Rosetta .....Westminster Wes. Practising S.
Jarvis, Matilda .....Leicester, Hill Street B.S.
Bennett, Clara .....Norwich, New City B.S.
Hurcombe, Harriet .....Plymouth Public Free S.
Alexander, Margaret .....Kendal, Fell Side B.S.
Carpenter, Charlotte .....Margate B.S.
Close, Sarah C.....Stroud B.S.
Perry, Annie M......*Stockwell.*
Bardin, Matilda .....Tondu Iron Works S.
McLean, Marion C. .....Westminster Wes. Practising S.
Clarke, Eliza A. .....Leicester, Great Meeting S.
Gibbons, Esther .....Howsham B.S.
Tolchard, Louisa .....Exeter, Mint Lane Wes. S.
Everitt, Mary E.....Bethnal Green, Abbey Street B.S.
Kaye, Zillah M. .....Grimsby Wes. S.
Nicholson, Rachael .....Margate B.S.
Woffinden, Rebecca .....Leeds, Basinghall Street B.S.
Burn, Elizabeth .....Plymouth Public Free S.
Kelway, Sarah .....Truro B.S.
Rowe, Sophia E. .....Hackney Road, Adelphi Chapel B.S.
McLachlan, Mary B.....Mile End New Town, Church Street B.S.
Bennett, Mary S.....Hyde, Flowery Field S.
Quick, Wilmot.....St. Ives Wes. S.
Stiff, Emma .....Spitalfields, Wood Street B.S.
Butcher, Eliza A. .....Southwark, Long Lane Wes. S.
Beales, Harriet .....Clapham B.S.
Ely, Bessie .....Romsey B.S.
Hanks, Maria .....Marylebone, Portman Chapel S.
Stevens, Ellen .....Manchester, Buxton Street Infant School.
Audress, Selina .....Bridport Girls and Infant General S.
Chatfield, Harriet .....Hastings Girls B.S.
Stuart, Catherine.....North Shields, Scotch Presbyterian S.
Horswell, Harriet .....Liskeard B.S.
Baker, Catherine C......*Stockwell.*

Second Class.

Hammett, Constance .....Swansea B.S.
Heap, Fanny .....Kendal, Castle Street Girls' and Infants' B.S.
Davy, Bessie.....Accrington, New Jerusalem B.S.
Hogg, Rebecca .....Hafod Copper Works S.
Lewis, Grace .....Bangor B.S.
Nicholson, Emma .....Leeds Pottery Fields Wes. S.
Scholes, Eleanor .....Patricroft B.S.
Fielding, Emma J. .....Hackney Road, Weymouth Terrace B.S.
Parry, Margaret .....Holyhead B.S.
Edwards, Emma .....Kingsbridge and Dodbrook B.S.
McCleuahen, Isabella.....Manchester, Gravel Lane Wes. S.
Smith, Alice.....Halliwell, Dean Mills B.S.
Smith, Eliza.....Snaith Wes. S.
Sutton, Amelia.....City Road, Radnor Street Wes. S.
Veall, Elizabeth T. .....Hayle, Copperhouse Wes. S.
Bridgeman, Ellen .....Cheltenham B.S.
Jones, Elizabeth A.....Blaina B.S.
Jones, Mary M. .....Mold B.S.
Wilson, Mary A. .....Portwood Wes. S.
Davy, Mary .....Accrington, New Jerusalem B.S.
Powell, Jane.....Rhymney B.S.
Armstrong, Elizabeth J.....Pendleton Wes. S.
Broadbent, Ellen.....Hyde, Flowery Field S.
Burn, Mary .....Sunderland, Nicholson Street Wes. S.
Hewitt, Margaret .....Bardney Wes. S.
Towers, Ellen.....Birmingham, Hirst Street Domestic Mission S.
Sheldon, Sarah R. .....High Green B.S.
Wedlock, Susannah .....Somers Town B.S.
Williams, Ann M. .....Hindley Wes. S.
Swinglehurst, Elizabeth.....Halliwell, Dean Mills B.S.

Second Class—*continued.*

Foster, Margaret.....South Shields, Jarrow Chemical Works S.
Huggins, Harriet .....*Westminster.*
Reddick, Elizabeth.....Marylebone, Portman Chapel S.
Collings, Alice .....City Road, Radnor Street Wes. S.
Hogben, Annie .....Ashford (Kent) B.S.
Peed, Ellen .....Lower Norwood Wes. S.
Ricks, Margaret J. .....Brynmawr B.S.
Thompson, Agnes .....Stockton-on-Tees B. S.
Wilson, Tabitha .....Crook, Pease's West Colliery B.S.
Birtwell, Martha .....Oakenshaw Wes. S.
Johnson, Sarah.....West Bromwich Hill Top Wes. S.
Baldock, Jane .....St. Neot's Wes. S.
Fawkes, Maria.....Hanham Wes. S.
Neary, Fanny .....Bethnal Green, Gascoigne Place B.S.
Davies, Ann .....Hafod Copper Works S.
Flint, Emily.....Liverpool, Brunswick Wes. S.
Ham, Martha A. .....Bristol Wes. S.
Harding, Alice.....*Westminster.*
Jones, Jane .....Shrewsbury B.S.
Taylor, Jane .....Deal Wes. S.
Farr, Emily M. .....Bridport Girls' and Infant General S.
Tasker, Elizabeth .....Accrington, New Jerusalem B.S.

VII. *Roman Catholic—Males.*

First Class.

Callighan, John L. .....Kirkdale Industrial S.
Dyson, William.....Leeds, St. Mary's.

Second Class.

Crowe, Charles .....Newport-on-Usk, St. Mary's.
Hourihane, John.....Cardiff, St. David's.
Hayes, Robert J. ..... „
Turner, John .....Preston, The Talbot.
O'Toole, James .....Bradford, St. Patrick's.
Jackson, Joseph.....Spinkhill.
Gillow, Robert.....Preston, The Talbot.
Jackson, Patrick.....Leeds, St. Mary's.

VIII. *Roman Catholic—Females.*

First Class.

Tipping, Mary A. .....Preston, St. Augustine's.
Sharrod, Catherine .....Liverpool, St. Nicholas.
Hawkey, Elizabeth.....*Liverpool.*
McCluskey, Mary.....Wishaw.
Holmes, Elizabeth M.....Manchester, St. Alphonsus.
Kelly, Lucy .....Truro B.S.
Burns, Sarah.....Manchester, St. Patrick's.
White, Catherine .....Liverpool, Mount Vernon, St. Thomas'.
Storey, Harriett.....Newcastle, St. Mary's.
Smith, Catherine.....Liverpool, Normal S. Practising S.
McCartan, Mary J.....Manchester, St. Chad's.
Woods, Catherine.....Ince, Blundell.
Speakman, Emma.....Liverpool, St. Peter's.
Warren, Elizabeth.....Stirling, St. Mary's.
Sherrington, Alice .....Chorley, St. Mary's.
McMahon, Ellen.....Westminster, St. Edward's.
Rossiter, Mary.....Blackburn, St. Anne's.
Ellis, Mary H. ....Liverpool, St. Mary's.

Second Class.

Harvey, Anne .....Birkenhead, St. Patrick's.
Lamb, Mary .....Salford, St. John's.
Braithwaite, Alice.....Chorley, St. Mary's.
Gaynor, Anne J. .....Falkirk, St. Francis'.
Whelan, Mary.....Liverpool, St. Oswald.
Wilson, Esther A.....Salford, St. John's.
McCormic, Margaret E. ....Airdrie, St. Margaret's.
Butler, Catherine .....Mortlake, St. Mary Magdalene.
Nolan, Julia .....Birkenhead, St. Patrick's.
Burns, Maria .....Liverpool, Holy Cross.
Guilfoy, Mary .....Liverpool, St. Mary's.
Kirk, Teresa A.....Oldham, St. Maria's.
Allitt, Agnes.....Prescot, St. Mary's.
Gillespie, Mary .....Newcastle, St. Mary's.
Rowley, Mary .....Perth, St. John's.
Downey, Anastasia.....Darlington, St. Augustine's.
Looney, Elizabeth .....Sutton, St. Anne's.
McAleer, Bridget.....Pollockshaw, St. Conval's.
McMahon, Mary .....Stirling, St. Mary's.
Casey, Nano.....Spitalfields, Hunt's Court, St. Anne's.
Grimshaw, Mary.....Manchester, St. Alphonsus'.
McBreen, Francesca .....Bolton, St. Peter and St. Paul.
Wilson, Jane A. .....Manchester, St. Mary's.
Nolan, Ellen.....Birkenhead, St. Patrick.
McTavish, Margaret.....Perth, St. John's.

IX. *Church of Scotland—Males.*

First Class.

Brown, William .....Glasgow, Balfour S.
Reid, Thomas .....Sorn Parochial S.
Arnot, John .....Lochgelly Iron Company's S.
Forbes, Daniel .....Alexandria Par. S.
Bain, William .....Aberdeen, East Parish Sessl. S.
Chapman, David .....Morningside Subn. S.
Thompson, David .....Aberdeen, West Par. Sess. S.
Donald, William .....Glasgow, Ch. of S. Normal S. Practising S.
Brodie, Neil .....Mearns Par. S.
Frew, David.....Ardeer Iron Works S.
White, Edward A. .....Edinburgh, Niddry St., Dr. Bell's S.
McMenan, William .....Glasgow, St. Enoch's Sessl. S.
Struthers, James .....Glassford Parish S.
Martin, Hugh .....Glasgow Ch. of S. Normal S. Practising S.
Chalmers, William .....Braehead, St. Andrew's Par. S.
Hume, William .....Dalbeattie Par. S.
Armstrong, William .....Fullarton Ch. of S. S.
Blackwood, Ebenezer J.....Paisley, Quarrelton Abbey Par. S.
Granger, Andrew.....Airdrie, Alexander's S.
Glass, James .....Priockheim Est. Ch. S.
McDougald, George .....Lugar Iron Works S.
Shaw, James.....Braehead, St. Andrew's Par. S.
Muir, Andrew .....Wishaw Public S.
Hutchinson, David .....Catrine Public S.
Pitcairn, William.....Glasgow, St. Mungo's Freehand S.
Gray, John .....South Queensferry Burgh S.
Moffat, Thomas .....Abington, Sir E. Colebrook's S.
Guthrie, James .....Girvan Par. S.
Kinnis, Robert.....Kennoway Par. S.
McCrorie, Thomas .....Eglinton Iron Works S.
McMaster, James .....Girvan Charity S.
Morrison, Thomas .....Bannockburn Subn. S.
Wilson, John .....Langloan Iron Works and Rosehall Colliery S.
Smith, Robert .....Glengarnock Iron Works S.
Ferguson, Donald .....Comrie Par. S.
Hinds, Humphrey .....Hamilton Orphan and Charity S.
Larduer, Samuel .....Ecclesmachan Par. S.
Pringle, Andrew .....Dalry Par. S.
Mann, John .....Aberdeen, North Par. Sess. S.
Dewar, Robert Shand.....Perth Middle Par. Sess. S.
Morrison, James .....Dysart Subn. S.

Second Class.

Abbey, Thomas Yool ..... Ceres Par. S.
McQueen, Donald ..... Grantown Gram. S.
Milne, William..... Dunnichen Par. S.
Lothian, William..... Kingsfarns Par. S.
White, John ..... Paisley, George St. Sessl. S.
Brackenridge, James ..... Girvan Par. S.
Jeffrey, John..... Lauder Par. S.
Campbell, John M..... Barcaldine G. A. S.
Stirling, Peter ..... Longniddry Ch. of S. S.
Home, William ..... *Edinburgh.*
Campbell, Harvey ..... Paisley, Abbey Parish, Newtown District S.
Grant, James ..... *Edinburgh.*
McFadyen, Robert A. C. .... Paisley, Abbey Parish, Newtown District S.
Murdoch, George ..... Forgan Par. S.
McTavish, Peter..... *Edinburgh.*

X. *Church of Scotland—Females.*

First Class.

Turnbull, Ellen B. ..... Edinburgh, Ch. of S. Normal S. Practising S.
Learmont, Agnes ..... Eaglesham, Female Indl. S.
Grant, Agnes..... Edinburgh Ch. of S. Normal S. Practising S.
Allan, Margaret ..... Town Yetholm Girls' S.
Harper, Helen ..... Aberchirder, G. A. S.
Steedman, Helen ..... Lochgelly Iron Works S.
Chalmers, Isabella L..... Aberdeen, Davidson's S.
Kerr, Ann..... Forres Female Indl. S.
White, Margaret C. T. .... *Edinburgh.*
Bremner, Lydia ..... Rhynie Female S.
Hodge, Annie ..... Dundee, Meadow Side Fem. Sessl. S.
Spiers, Elizabeth..... Glasgow, St. Andrew's Par. S.
Wilkie, Elizabeth ..... Airdrie, Alexander's S.
McConnechie, Agnes..... Pollockshaws Indl. S.
Campbell, Janet ..... Cardross Par. S.
Stirling, Annie ..... Brownfield Fem. Indl. S.
Sutherland, Elspet ..... Lossiemouth G. A. S.
Livingstone, Christina ..... *Edinburgh.*
McClure, Janet ..... Drochdull S.
Scott, Anne ..... Kettins Fem. S.
Alexander, Elizabeth ..... Dundee, St. John's Sessl. S.
Cramond, Jane..... Forres Inf. S.
Moodie, Catherine ..... Lochgelly Iron Works S.
Beattie, Janet ..... Ecclefechan Indl. S.
Black, Maggie J. ..... Glasgow, St. Matthew's Sessl. S.
Ewing, Annie ..... Ardwell, Stoneykirk, Lady McTaggart's
McLeish, Helen ..... Dundee, Meadowside Fem. Sessl. S.
Addie, Annie ..... Airdrie Alexander's S.
McGahan, Jane ..... Portobello Fem. S.
Sanderson, Mary..... Prestonkirk Fem. Sessl. S.
Liddell, Jessie ..... Edinburgh, Niddry Street, Dr. Bell's S.

Second Class.

Gibson, Janet..... *Glasgow.*
Steele, Amelia H. ..... Boness, Inf. Ch. of Scotland S.
Blake, Jane ..... Carriden Girls' S.
Cowper, Margaret..... *Edinburgh.*
McCreath, Margaret ..... Crosshill Fem. S.
Mitchell, Catherine..... Campbeltown, Argyle Street, Fem. Indl.
Henderson, Beatrice F. .... *Edinburgh.*
Paul, Mary ..... Boness, Inf. Ch. of Scot. S.
Dickson, Joanna ..... Eyemouth Par. S.
Munro, Ellen ..... *Edinburgh.*
Service, Mary ..... Ardrossan Par. S.
MacNaughton, Annie ..... *Glasgow.*
Cameron, Jane..... Glasgow, Balfour's, St. Paul's Sessl. S.
Douglas, Elizabeth ..... Cupar Angus Indl. S.
Marshall, Margaret ..... Aberdeen, South Parish Sessl. S.
Barr, Elizabeth ..... *Glasgow.*
Milne, Margaret ..... *Edinburgh.*
Taylor, Catherine ..... *Glasgow.*

XI. *Free Church (Scotland)—Males.*

First Class.

Low, Alexander .....Alyth, F.C.S.
Hendrie, John .....Glasgow, East Gorbals, Territorial S.
Fyfe, Miller .....Dundee, St. Peter's F.C.S.
Tough, James .....Aberdeen, East F.C.S.
Stevenson, James .....Dalry F.C.S.
Mackenzie, Donald .....*Edinburgh.*
Murdoch, Alexander .....*Glasgow.*
Galbraith, Adam .....Linlithgow F.C.S.
McKay, James .....*Glasgow.*
Mackintosh, Robert A.....Conon F.C.S.
Falconer, Alexander .....South Leith F.C.S.
Fairbairn, James .....Balerno Subscription S.
Valentine, George .....Stonehaven F.C.S.
Robertson, John .....Dundee, St. Peter's F.C.S.
Maclarlen, Thomas .....Lowick Eng. Pres. S.
McLelnan, Basil S. .....Rutherglen F.C.S.
Newlands, David .....Glasgow, St. Matthew's F.C.S.
Johnstone, Robert .....Newton on Ayr F.C.S.
Anderson, James .....Coltbridge, Lord McKenzie's S.
Fleming, Archibald.....Strathaven F.C.S.
Geddes, Robert .....Leith, Victoria S.
Ferrier, James.....Friockheim F.C.S.
Jackson, James .....Dunfermline Abbey F.C.S.
Macdougall, Robert .....*Edinburgh.*
Robin, Peter.....Menstrie Sub. S.
Keys, William.....*Edinburgh.*
Wilson, Robert .....Renton Public S.
Wright, William .....Downies F.C.S.

Second Class.

McDonald, John .....Ardersier F.C.S.
Sutherland, Angus .....Clyne F.C. Cong. S.
Davidson, Robert .....Rogart, Torbreck F.C.S.
Todd, Andrew .....Springfield F.C.S
Sutherland, John .....*Edinburgh.*

XII. *Free Church (Scotland)—Females.*

First Class.

McKendrick, Anne .....Glasgow, E. Gorbal's Terr. S.
Forfar, Janet..... Ditto
Arnot, Isabella.....*Glasgow.*
Mitchell, Kate M ..... ,,
Howden, Agnes .....*Edinburgh.*
McLintock, Jane ....Stirling Inf. S.
Carstairs, Isabella .....Edinburgh Free Church Normal S. Practising S.
Dickson, Margaret M .....Glasgow, Hill St., St. John's F.C. Industrial S.
Stewart, Jane L. F. .....*Glasgow.*
Hill, Sarah E .....Dundee, Chalmers' F.C.S.
Mungle, Jane .....*Glasgow.*
Reid, Eliza T.....Leith, Mariners' F.C.S.
Findlay, Hannah G .....*Glasgow.*
Stephenson, Agnes .....Stirling Infant S.
Wallace, Barbara .....Mid Calder Female S.
Reid, Mary .....*Edinburgh.*
Huntley, Agnes B .....Glasgow F.C. Normal S. Practising S.
Mathieson, Mary ....*Edinburgh.*
Anderson, Agnes.. .....Carnoustie F.C.S.
Hogg, Mary .....Eaglesham Fem. Industrial S.
Perks, Sarah A. .....*Glasgow.*
Boyd, Jane R .....*Edinburgh.*
McConochie, Eliza.....*Glasgow.*
Sloan, Janet A .....*Edinburgh.*
Logan, Jane .....Leith, St. John's F.C.S.
McKenzie, Mary .....Campbelton, United Free Industrial S.

First Class—*continued.*

Mackenzie, Charlotte .....Edinburgh, Dean F.C.S.
Fleming, Elisa .....*Glasgow.*
Johnston, Helen.....Aberdeen, South Par. F.C.S.
Hull, Mary A ..... *Edinburgh.*
McKinnon, Jessie .....Leith, St. John's F.C.S.
Cadenhead, Margaret .....*Edinburgh.*
Hall, Jessie L.....Aberdeen, East Par. Sessional S.
Waddell, Isabella.....*Glasgow.*
McGlashan, Annie .....Huntley, Gordon Industrial S.
Wotherspoon, Helen .....Airdrie, West Ch. F.C.S.
Orr, Margaret .....Paisley, Miss Stow's Industrial S.
Gordon, Agnes G.....Dalkeith Academy.
Harley, Elizabeth .....Larbert F.C.S.
Robb, Elizabeth B. S .....Aberdeen, South Parish Sessl. S.
Leslie, Jane .....Pitgair Female S.
Reid, Eleanor .....*Edinburgh.*
Grierson, Marion.....Paisley, Miss Stow's Industrial S.
Scott, Annie Barclay .....Carlisle, Central N.S.
Reid, Agnes .....Larbert F.C.S.
Sutherland, Jemima C. .....Edinburgh, St. Paul's F.C.S.

Second Class.

Jack, Mary Drummond.....Leith, Mariners' F.C.S.
Nisbet, Mary Anne.... .....Water of Leith Infant S.
Echlin, Isabella .....*Glasgow.*
Moore, Mary.. ..... ,,
Mitchell, Jane K.....Edinburgh, Canongate Burgh S.
Tod, Annie .....South Leith F.C.S.
Fulton, Agnes .....*Glasgow.*
Hume, Annie .....Edinburgh, Pilrig F.C.S.
White, Jessie .....Water of Leith F.C.S.
McLagan, Sophia .....Dundee, St. Peter's F.C.S.
Burt, Mary .....*Edinburgh.*
McDonald, Marion .....*Glasgow.*
Fraser, Jane .....Shotts F.C.S.
Smith, Mary .....*Edinburgh.*
Donaldson, Margaret..... ,,
Hall, Margaret J. .....*Glasgow.*
McArthur, Nellian R ..... ,,
Whittet, Joan G. .....Edinburgh, West Port Chalmers' Territorial S.

SUMMARY

OF

RESULTS OF EXAMINATION OF CANDIDATES FOR ADMISSION INTO NORMAL SCHOOLS.

CHRISTMAS, 1865.

DENOMINATION	MALES									FEMALES								
	Presented for Examination			Passed			Failed			Presented for Examination			Passed			Failed		
	Pupil Teachers	Non-Pupil Teachers	Total	1st Class	2nd Class	Total	Pupil Teachers	Non-Pupil Teachers	Total	Pupil Teachers	Non-Pupil Teachers	Total	1st Class	2nd Class	Total	Pupil Teachers	Non-Pupil Teachers	Total
Church of England	328	43	371	160	165	325	29	17	46	569	68	637	237	292	529	78	30	108
Scottish Episcopal Church	4	1	5	2	3	5	0	0	0	12	1	13	7	4	11	2	0	2
British and Wesleyan ..	84	19	103	41	51	92	4	7	11	101	10	111	37	52	89	16	6	22
Roman Catholic	12	2	14	2	8	10	2	2	4	52	1	53	18	25	43	10	0	10
Church of Scotland	55	15	70	41	15	56	2	12	14	41	20	61	31	18	49	2	10	12
Free Church (Scotland) ..	28	17	45	28	5	33	1	11	12	38	34	72	46	18	64	0	8	8
Total ..	511	97	608	274	247	521	38	49	87	813	134	947	376	409	785	108	54	162

CLASS LIST

OF STUDENTS IN NORMAL SCHOOLS, AND TEACHERS IN ELEMENTARY SCHOOLS, EXAMINED FOR TEACHERS' CERTIFICATES.

CHRISTMAS, 1865.

The letter (D) indicates that the Candidate has obtained a Certificate of Competency as a Teacher of Drawing.

A Prize for proficiency in Drawing was awarded at the Examination held in November, 1865, to every Candidate to whose Name a double asterisk (**) is prefixed. A single asterisk (*) means that the Candidate has passed successfully in one subject at least out of the five necessary to a Certificate of competency as a Teacher of Drawing.

I.—NORMAL SCHOOLS FOR MASTERS.

ENGLAND AND WALES.

Bangor.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST DIVISION.

**Lloyd, Henry.
**Phillips, John H. (D.)
**Williams, Thomas H. (D).

SECOND DIVISION.

*Davies, John.
*Evans, Rees.
*Facer, William F.
**Perkins, Tom. (D.)
*Thompson, Richard.

THIRD DIVISION.

*Constantine, Joseph A.
**Kay, James.
*Rees, John.
Williams, Abel. (D.)

Students of the First Year.

SECOND DIVISION.

*Phillips, Daniel T.
**Rees, Thomas C.
Richards, Thomas.

THIRD DIVISION.

*Adams, David.
Crowther, John.
Edwards, Watkins J.
**Jones, Edward O.
*Jones, Joan.
*Morgan, Leyshon T.
*Thomas, David.
*Thomas, John.
*Williams, Edmund.

Battersea.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.

**Burley, Petit.
**Burns, James.
*Garrod, David.
**Hale, Stephen.
**Hamer, David (D.)
**Harding, Frederick E. (D.)
**Hefford, Joseph
**Moore, John.
Price, Edwin A. (D.)
**Roberts, George.
**Serjeant, George H.
**Turner, William.

SECOND DIVISION.

**Dexter, James.
Ediss, William K. (D.)
**Hoare, George. (D.)
**Humphreys, Isaac.
**Loton, John.
**North, Edward.
**Pamphlet, John.
**Sayle, James.
**Seward, William.
*Sortwell, Henry T.
Stannard, Charles G. (D.)
**Thompson, James.
**Varnon, William.
**Wells, Thomas.
White, William. (D.)

THIRD DIVISION.

**Cass, Martin.
*Cass, Thomas C.
**Gosling, Benjamin T. (D.)
*Griffin, Edward.
*Griffiths, James.
*Minall, George.
Rigby, Francis W. C. (D)
**Sumner, William D.
*Teare, John.
**Usherwood, Thomas.

Students of the First Year.

FIRST DIVISION.

*Broad, Edward.
**Brown, Charles G. (D.)
*Chadwick, Thomas.
Cutler, John J. (D.)
**Eaves, James.
*Gill, James.
**Lane, Charles.

SECOND DIVISION.

*Bixby, Joseph.
*Brewer, John J.
*Cannell, James.
**Dickinson, Frederick W.
*Dowling, Walter E. H.
*Evans, David.
**Ewing, James.
*Fry, William.
*Harris, Robert F. P.
**Lee, William.
*Potter, Nicholas C.
**Rice, William
**Ridger, Charles.
**Rowley, Thomas C. (D.)
**Russell, Frank.
*Sargent, William.
*Taylor, David.
**Taylor, Edward
*Thomas, George.
*Ward, William R.

THIRD DIVISION.

*Ackers, Frederick J.
*Ball, Thomas.
*Blackman, Philip.
*Buckingham, Charles.
*Cadwell, Robert.
*Cain, Edward.
*Compton, Allan.
*Crook, George.
Greenhill, George.
*Hunter, George T.
*Libon, John J.
*Martin, William C.
*Miller, Frederick.
*Plummer, Oscar J.
*Rowston, Robert.

Borough Road.

(British and Foreign School Society's.)

Students of the Second Year.

FIRST DIVISION.

*Ardley, William.
*Ashton, Benjamin.
*Birkby, John.
**Barner, James.
**Crowther, William (D.)
**Hodge, Jesse.
**May, William H. (D.)
Peters, Samuel W. (D)
**Philpot, Albert T.
**Reed, Edward F.
Spratling, William J. (D.)
*Trayes, Francis C.
*Wilson, William.
*Woolley, John S.

SECOND DIVISION.

**Beeby, Henry.
*Binley, John. (D.)
Boxall, Mark.

**Cooke, William E.
*Duxbury, John.
**Evans, Charles
**Granger, Edmund.
*Harmer, William.
**Harrison, Robert W.
**Heys, Ashworth.
**Kirby, John W.
**Ping, William.
**Polkinghorne, Thomas J.
**Salmon, William.
**Say, George.
**Spurway, William.
**Tattam, Major W.
**Thorne, Thomas.

THIRD DIVISION.

*Alderson, William.
*Armriding, Henry.
*Boothman, John T.
**Clough, Matthew.
**Cullingford, James N. (D.)
*Farrow, Richard.
*Howson, Robert G.
*Mitchell, Richard.
Nelson, Alexander (D.)
*Ramsay, Jonathan.
**Roles, John.
**Williams, Thomas S.

Students of the First Year.

FIRST DIVISION.

**Chadwick, Robert.
*Jordan, Samuel.
**Latham, William S. (D.)
*Locke, Robert.
**Williams, William L. (D.)
**Young, John.

SECOND DIVISION.

*Ayris, John R.
*Brash, Thomas L.
*Cooper, Arthur.
*Fell, Edward.
**Hart, George S. (D.)
*Leigh, Richard.
*Moore, William H.
**Osborne, Alfred A.
**Robson, Harry (D.)
**Tait, Samuel B.
**Vary, Jonathan C. (D).
*Watson, Adam.
*Weaver, Charles.
*Whitehead, Thomas.
**Worswick, John W.

THIRD DIVISION.

*Abraham, Joshua.
*Barratt, George.
*Collinge, James.
*Cooke, Henry.
*Hargreaves, James.
*Hodgkinson, William.
*Large, Alfred.
*Lewis, Watson J.
*Northrop, William.
*Ostle, John.
*Peerless, John George.
*Rowlatt, Samuel.
*Soundy, Richard.
*Wakelin, Edwin F.

Carmarthen.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.

**Griffiths, William.

SECOND DIVISION.

Lucas, John. (D).
**Morgan, William. (D).
Williams, Charles. (D).

THIRD DIVISION.

*Ashworth, Hugh.
*Davis Robert.
*Gardener, James.
*Jones, Thomas.
**Loveday, James. (D.)
*Miller, Frederick C.
*Pizzey, Brice D.
*Sellick, Thomas W. S.
*Strickland, James W.

Students of the First Year.

SECOND DIVISION.

*Jones, Watkin M.
**Owen, Timothy M.

THIRD DIVISION.

Davies, David. (D).
*Rosser, Walter.
*Simlett, Henry J.

Carnarvon.

(Bangor and St. Asaph Diocesan.)

Students of the Second Year.

SECOND DIVISION.

**Davies, Evan.
**Jones, William G. (D).
*Pritchard, Edward.
Rowlands, John W. (D).
**Tewson, William.

THIRD DIVISION.

**Evans, Thomas. (D).
*Gott, Geoffrey.
Quirk, Joseph. (D).

Students of the First Year.

SECOND DIVISION.

*Oddy, Benjamin W.

THIRD DIVISION.

**Ashton, Edwin.
**Evans, David.
*Jones, William C.
*Parry, William.
**Pritchard, Thomas.
**Roberts, Robert G.
**Thomas, Richard.
*Williams, Robert.
Williams, Thomas.

Chelsea.

ST. MARK'S.
(National Society's).

Students of the Second Year.

FIRST DIVISION.

Atkins, George. (D.)
**Bond, Charles (D).
**Francis, Frederick.
**Goulden, William.
**Larcher, William G. F. (D.)
**Plamridge, Henry.
Ross, Edward (D.)
*Stubbs, Richard H. O.
Tarran, David J. (D.)
*Taylor, John.
*Thompson, George.
*Walker, Francis L.

SECOND DIVISION.

**Barle, James.
**Cork, Charles S.
Deadman, Manuel (D.)
**Field, William.
*Goodacre, Robert.
**Herbert, Job.
**Ingram, Harry.
**Jones, Thomas.
**Martin, Frederick.
**Moore, Harry.
**Murton, Robert.
**Pawson, William H.
**Roberts, George.
**Sparkes, Arthur L.
**Streeter, Alfred.
*Taylor, Henry.
*Wrigley, Josiah.

THIRD DIVISION.

*Beardmore, Joseph.
*Bower, Charles.
*Boyce, Joseph.
**Butterworth, Thomas Y. (D.)
**Campbell, William H.
*Gaul, William T.
**Hoddinott, William.
**Hodgins, Benjamin (D.)
Hunt, William (D.)
Lowe, Frederick (D.)
**Mare, John.
**Meek, Joseph T.
*Mills, James.
**Morris, William.
*Onion, George.
**Reynolds, Joseph.
**Stotten, John.
*Thomas, William R.
Thornton, William (D.)
**White, William G.
*Williams, Thomas.
Wynn, William T. (D.)

FOURTH DIVISION.

*Evans, Thomas.

Students of the First Year.

SECOND DIVISION.

Bagot, William (D.)
*Brockbank, Thomas W.
*Brumby, John W.
**Buckley, John S.
**Clough, Edward.
Danson, James M.
*Garside, Firth.
**Hibbert, Percival B. (D.)
*Hickman, William.
*Kirby, John.
*Staines, Lawrence.
*Truelove, William.
*Wardle, Robert.
**Whitehouse, Henry J.

THIRD DIVISION.

*Bassett, William.
*Beaumont, William T.
*Brown, John A.
**Byatt, Horace (D.)
*Coates, Robert.
*Cooper, John.
*Dawson, Jonathan F.
**Dines, Joseph.
*Frewin, John.
*Garside, Robert.
*Gerrish, William.
*Hart, George.
**Hawes, Henry.
*Head, James.
**Hutchins, Edward H.
**Jennings, Thomas J.
*Jones, Thomas.
*Magee, Charles.
*Matthews, Thomas.

Monroe, James.
*Moore, Edward W.
*Moss, James.
*Nolan, Edward.
*Pavier, Tom.
*Seymour, John.
Snell, Daniell (D.)
*Spencer, George.
*Stanton, John.
*Stone, Jacob.
*Watson, James.
*Williams, Lewis E.
*Willis, Joseph.
*Wilson, Wilfred E. H.

FOURTH DIVISION.

*Beaumont, Henry.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

**Carter, Thomas. (D.)
Francis, Edward. (D.)
**Gooden, James G. (D.)
*Harrison, William J.
**Loveday, James. (D.)
**Major, Lawrence. (D.)
Nichols, Thomas H. (D.)

SECOND DIVISION.

*Bevis, Henry.
**Boardman, Enoch.
**Brook, Joseph C. (D.)
**Cheston, Richard.
**Clarke, Alfred R. (D.)
**Clucas, John. (D).
**Crooks, John A. (D.)
*Davis, Albert J.
Dyer, Walter. (D.)
Hunt, Edwin J. (D.)
**Jones, William. (D.)
**King, Henry. (D.)
*Lord, William.
**Pedley, Arthur.
**Preece, Francis J. (D.)
**Proffitt, George.
*Quelch, William.
Sprague, Thomas W. (D.)
*Symes, George F.
Tickner, Thomas W. (D.)
**Tinner, Thomas.
Warham, James. (D.)
**Wilde, Samuel.
**Worrall, George.
*Wright, Thomas J.

THIRD DIVISION.

**Baynes, William M.
**Bessell, John.
*Curtis, Eli.
**Darkes, Henry.
*Deane, Charles.
*Greaves, John.
*Griffiths, John.
**Hewett, James T.
**Hill, Frederic.
**Lowe, Abel. (D.)
*Lupton, Richard J.
**Partridge, Charles F.
*Stephenson, John L.
**Taylor, Joseph W.
*Waterworth, John.
*White, George.
**Wood, James.

FOURTH DIVISION.

*Kitchen, Launcelot.
**Lade, Thomas.

Students of the First Year.

FIRST DIVISION.

*Brown, William.
Crawford, John C. (D.)
**Greenfield, Joseph H.
*Greenwood, Wilkinson
*Morris, Thomas

SECOND DIVISION.

**Fitton, Thomas.
**Hancox, Daniel.
*Harrison, Alfred.
*Robinson, Benjamin.
*Smith, Robert.
**Thatcher, William.
**Wells, Samuel R.

THIRD DIVISION.

*Barlow, Henry.
*Bryant, James.
Christopher, Albert.
**Coles, Edward.
*Cooper, Charles.
*Cooper, Joseph.
*Cowap, William B.
*Downing, George.
*Follett, William.
*Gaskell, William.
*Gill, Henry S.
*Hermaman, John.
*Hewlett, Frederick D. P.
*Johns, Francis W.
*Lester, Henry T.
*Littlewood, Thomas.
*Riby, William.
*Rideal, John Y.
*Watkins, Burton.
Wood, John.

Chester.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Douglas, Henry, H. (D.)
**Peet, Joseph. (D.)

SECOND DIVISION.

**Booth, Sidney K. (D.)
**Entwistle, John. (D.)
**Jervis, James W.
**Ogden, Thomas.
*Park, Arthur B.
**Rimmer, Cuthbert
**Stockton, George. (D.)
**Walker, Joseph.

THIRD DIVISION.

*Gibson, William.

Students of the First Year.

FIRST DIVISION.

**Butterworth, Theodore (D.)

THIRD DIVISION.

*Butterworth, Charles
*Elliott, William.
*Fellows, Thomas.
**Hilton, Henry. (D).
*Marshall, Samuel.
*Williams, William.

FOURTH DIVISION.

**Fullerton, James.

Chichester.

(Diocesan.)

Students of the Second Year.

SECOND DIVISION.

Paling, Richard. (D).
*Stephenson, Leonard B.

THIRD DIVISION.

**Stamer, Tom R.

FOURTH DIVISION.

**Smith, Stephen.

Students of the First Year.

THIRD DIVISION.

*Alberry, Edmund.

FOURTH DIVISION.

**Clark David.

Culham.

(Oxford Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Thomas, Edward. (D.)

SECOND DIVISION.

Bacon, William R. (D.)
**Batcheldor, Thomas. (D.)
*House, Joseph.
**Mackett, William H. (D)
*Parkinson, Philip.

THIRD DIVISION.

**Barrows, William J. (D.)
**Bart, Francis C. (D)
**Coulter, Edward H. (D.)
**Manning, Robert T.
*Owen, Benjamin.

Students of the First Year.

FIRST DIVISION.

*Cheese, Thomas.
**Heel, Edward.

SECOND DIVISION.

*Bower, Joseph.
Capel, Albert.
*Kenson, Henry J.
*Manning, Lisle.

THIRD DIVISION.

*Andrews, William.
**Baker, Alfred S.
*Bellringer, John G.
*Carr, John.
*Cooper, Edward P.
*Goodyear, Henry S.
*Harper, John.
*Hobbs, William J.
*Nash, Owen S.
*Redding, George.
*Taylor, William J.
*Walker, Henry J.
*Warner William F.

FOURTH DIVISION.

*Attridge, Isaac.

Durham.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Syder, George. (D.)

SECOND DIVISION.

*Fawcett, John G.
*Gardiner, Alfonso.
*Morris, Harry.
**Speight, Christopher.
**Wanless, William T.

THIRD DIVISION.

**Atkinson, Robert.
**Bradley, Richard.
**Carnes, George. (D.)

Collinson, John.
**Graham, Thomas S.
*Green, William F.
**Savage, James. (D.
*Swann, Thomas.
**White, Daniel.

Students of the First Year.

FIRST DIVISION.
*Smith, Thomas E.

SECOND DIVISION.
**Armstrong, Joseph.
*Cowans, James R.
**Howlett, Thompson.
**Laing, William.

THIRD DIVISION.
*Driffield, Thomas.
*Dunn, John.
*Engledow, William B.
**Hindmarch, Philip.
*Johnson, Isaac.
**Lawson, Thomas. (D.)
*Livsey, James.
*Sager, Matthew.
*Smith, James.
*Spedding, John.

Exeter.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.
*Ayres, Thomas.
**Catford, Herbert. (D.)
Corby, John C. (D.)

SECOND DIVISION.
Hosking, James H. (D.)
**Newbery, Thomas.
*Peddle, William J.
Williams, Samuel. (D.)

THIRD DIVISION.
**Berry, George J. (D.)
Bowyer, John. (D.)
*Clements, Thomas.
**Drewe, Richard H. (D.)
*Gale, Philip G.
**Grant, James. (D).
**Hillman, Nathaniel T.
Keast, Archibald. (D.)
*Kneebone, William E.
**Pennell, Charles J.
**Southcott, William V.
**Welsford, John.
*Wyatt, George H.

FOURTH DIVISION.
*Chudley, Henry.

Students of the First Year.

FIRST DIVISION.
*Jarman, Charles C.

SECOND DIVISION.
*Buckingham, Henry.
*Evans, John E.
**Sanders, William H.

THIRD DIVISION.
*Archer, James.
*Barratt, Richard.
*Challice, George W.
*Chanter, Edward J.
*Cooke, Stephen.
**Cateliffe, William.
*Farsey, Samuel.
*Hallett, George.
*Hawking, William T.
*Lavers, John.
*Mare John.
*Mills, John.
*Payne, George.
*Turner, Walter E.

FOURTH DIVISION.
*Holman, William J.
*Tremellen, Thomas F.

Hammersmith.

(Roman Catholic.)

Students of the Second Year.

FIRST DIVISION.
**Fitzgerald, James. (D).

SECOND DIVISION.
*Harris, John.
**Kernan, Thomas.
*Murray, Francis.
**Taylor, John.

THIRD DIVISION.
*Kerckhoffs, Joseph.
Macginty, Edward.
*Morris, Joseph.
*Scott, Mark.
*White, Michael.

Students of the First Year.

SECOND DIVISION.
**Flannery, Thomas (D.)
**Morris, William (D.)

THIRD DIVISION.
*Bryce, John.
*Cassidy, James.
*Coleman, David.
**Davis, John.
**Donnellan, William.
*Dorgan, Michael.
*Driscoll, Pierce.
**Driscoll, Thomas.
*Eawright, Michael.
Fox, Thomas.
*Garahan, Gilbert.
*McDonnell, Francis T.
*Murray, John.
*O'Brien, Hubert.
O'Donoghue, John.
*Quinlan, Patrick.
*Quinn, Patrick.
*Shippen, Stephen.

Peterborough.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.
**Holloway, William H. (D.)
**Stott, Samuel W. (D.)
**Woodford, Frederick.

SECOND DIVISION.
**Baker, Joseph G. (D.)
**Chandler, Frederic W.
**Dalton, Robert.
**Harris, Henry.
**Loose, William (D.)
**Priest, Charles.
**Swiss, Samuel E.

THIRD DIVISION.
*Abbott, John.
*Browne, James.
**Dickinson, John T. (D.)
**Hilder, Tom.
*Leach, Frederick C.
*Mackintosh, Alexander.
**Major, Isaac.
**Robinson, George.
**Sheldon, Alfred (D.)
**Westby, Edward.
**Woods, Richard (D.)

FOURTH DIVISION.
**Deadman, Francis.

Students of the First Year.

FIRST DIVISION.
*Davies, David J.

SECOND DIVISION.
*Cox, Samuel.

THIRD DIVISION.
*Adams, Joseph C.
*Buck, James.
*Ducker, Frederick R.
*Herring, William J.
*Luff, John.
*Malyn, Thomas.
Masheter, James.
Pywell, Bryan W.
*Read, Benjamin.
*Wyatt, Henry.

FOURTH DIVISION.
Heald, William.
*Reading, Henry T.

Saltley.

(Worcester Diocesan.)

Students of the Second Year.

FIRST DIVISION.
Board, George. (D.)
**Hill, William J.
Neale, Samuel (D.)
**Sutherland, George (D.)

SECOND DIVISION.
**Binns, Alfred (D.)
**Cross, Ralph (D.)
**Davies, John.
**Hawksford, Thomas G.
**Home, Richard.
**Humphreys, Thomas.
Johnson, Alfred (D.)
*Smith, John.
**Swinnerton, James.
*Ward, Joseph H.
**Wareham, Frederick.

THIRD DIVISION.
**Bailes, Henry G.
**Baker, William.
*Ball, Slater.
*Booth, Henry C.
**Brown, Robert (D.)
**Grosvenor, Joseph (D.)
**Lamsdale, John.
**Perry, George.
**Newton, Thomas (D.)
*Pierson, John.
**Redfearn, James.
**Reynolds, Thomas. (D.)
*Rickards, Charles.
**Sargent, Andrew.
*Tinsley, Thomas.
*Tomkinson, Thomas.
*Whittaker, William.

FOURTH DIVISION.
*Martin, Thomas.
**Westwood, William.
*Williamson, Samuel.

Students of the First Year.

FIRST DIVISION.
*Day, William.
Johnson, George.
*Vaughan, Charles.
*Walker, John.
**Woodhouse, George.

SECOND DIVISION.

Beeby, Walter C.
*Brown, Benjamin.
*Cornah, Joseph.
*Drew, James F.
*George, Thomas B.
*Hancox, William.
*Heath, Nicholas G.
*Landon, Joseph.
Pritchard, Thomas.
*Roper, Samuel.
Spencer, James (D.)
**Smith, Frederick.
*Walker, Richard.

THIRD DIVISION.

**Bishop, Bertram.
*Collins, David.
*Evans, George.
*Gilbert, Noah.
*Hurakins, Edward.
*Lightfoot, Reuben.
*Morgan, James.
**Novey, George R.
*Pemberton, William E.
*Pullen, Thomas M.
*Richards, Lewis.
Richards, Thomas.
*Rose, Moses.
*Schofield, John.
*Stones, Adam.
**Sutton, George D.
*Wade, James C.
*Wilson, Samuel.

FOURTH DIVISION.

Boulter, Edward.
**Phibbs, Alfred.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST DIVISION.

*Carlyon, William R.
Chapple, Frederic. (D.)
**Dunkin, William J. (D.)

SECOND DIVISION.

**Bateson, William J.
**Blocksidge, William. (D.)
**Brewer, Dennis H.
**Brown, William S. (D.)
*Challens, Edmund.
**Chippindale, Joseph. (D.)
*Coldwell, Joseph.
**Dolman, J. John.
*Epsley, James.
*Farnish, James.
*Gayton, John.
*Haigh, Henry.
*Hancock, George.
*Horsfall, Rawson.
*Roberts, Thomas L.
**Robinson, John B.
**Seer, Alfred.
Sholl, Elijah. (D.)
Summerford, John B. (D.)
**Wade, George.
**Walling, John H. (D.)
Willans, Henry. (D.)

THIRD DIVISION.

**Broom, Joe J.
**Kelsey, Henry.
*Lightfoot, James.
**Sykes, Joseph.

Students of the First Year.

FIRST DIVISION.

*Holdsworth, David A.

SECOND DIVISION.

**Faulkner, Benjamin. (D.)
**Hill, Henry. (D.)
*Hobson, Charles E.
**Manger, Isaac W.
Turner, John. (D.)
*Wallbank, Joseph.

THIRD DIVISION.

*Bedford, James.
*Bott, Thomas.
*Corbridge, John J.
*Craven, Jonathan.
Craven, Samuel.
*Driver, John.
*Forder, Frederic.
**Fox, Charles.
*Francis, Henry.
**George, Thomas.
Green, Thomas.
**Hall, James.
*Horrocks, William.
*Leach, William S.
*Lee, John.
*Middlemiss, Alfred.
*Mugford, James.
*Richards, Henry P.
**Spain, Thomas D.
**Thornicroft William T.
*Wild, Benjamin.

FOURTH DIVISION.

*Langman, James E.
*Maude, Thomas C.

Winchester.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

Newbook, James (D.)
**Paddock, George.
**Poultney, Alfred H. (D.)

SECOND DIVISION.

**Fabian, Alfred. (D.)
*Watson, James.
**Woodman, Henry. (D.)

Students of the First Year.

FIRST DIVISION.

*Bush, Samuel.
*Payne, James.

SECOND DIVISION.

*Cæsar, Eli.
**Rawlins, Mark.
**Rogers, Andrew.

THIRD DIVISION.

**Hackwood, Henry. (D.)
*King, George.
*McLean, Thomas R.
*Mainer, Benjamin.
**Pegden, Frederick J.
**Tredger, William R.
*Vincent, George.

York.

(York and Ripon Dioceses.)

Students of the Second Year.

FIRST DIVISION.

**Myers, Jerome. (D.)

SECOND DIVISION.

*Blakey, William.
**Bowers, William.
**Causce, John. (D.)
*Chafer, Henry.
**Constable, William.
**Elston, William H.
*Lawler, William.
*Moorhouse, Hiram.
*Walton, James.
Welpton, George. (D.)

THIRD DIVISION.

*Allison, John.
*Brigham, Joseph S.
*Busfield, Alfred.
*Emmerson, Joseph.
*Hollingbead, Thomas.
*Hatchinson, William H.
*Jumps, John William.
*Rayner, George.
Todd, James.
**Webster, Joseph.

FOURTH DIVISION.

*Thompson, Robert.

Students of the First Year

FIRST DIVISION.

**Newell, Arthur.
**Ward, Thomas.

SECOND DIVISION.

*Edwards, Samuel.
**Stead, Richard.
*Stork, Frank.

THIRD DIVISION.

*Ashworth, Edwin.
*Barrow, Richard.
**Bottom, John E.
Broadhead, Samuel.
**Clark, John.
Close, Ralf.
Cockerline, William.
Cottam, William.
Fieldsend, George.
Frith, Henry.
**Gamwell, William.
Holiday, Ezra.
*Houscroft, Tom.
*Kershaw, Edward.
*Lodge, John L.
*Owram, George.
*Shaw, Alexander.
Smedley, Joseph.
*Tempest, William.
*Turner, Jonas.

FOURTH DIVISION.

Ellis, Seth.

SCOTLAND.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

**Anderson, William H. (D.)
*Beuvie, Andrew (D.)
**Blackstock, William S.
**Dorward, Alexander.
Gavin, Michael (D.)
*Inglis, George (D.)
*Low, James B.
McCabe, John. (D.)
**Smith, William P.
**Spence, Alexander.

SECOND DIVISION.

**Armit, Richard.
**Barclay, William (D.)
*Bremner, Alexander.
**Gauldie, William.
**Grant, Angus.
**Henderson, John (D.)
**Kinloch, James.
**McLeod, Neil. (D.)
**Nicolson, Torquil.
*Rodger, Allan (D.)
Simpson, Peter (D.)
**Taylor, John (D.)
Wilson, John. (D.)

THIRD DIVISION.

**Lindsay, Andrew.
**Newlands, John.

Students of the First Year.

FIRST DIVISION.

*Farquhar, Alexander S.
*Milne, Alexander C.
**Raitt, William.
*Rattray, James M.

SECOND DIVISION.

*Black, James.
**Bridgett, Robert.
*Gardiner, George.
*Grieve, Robert.
*Lamb, John.
*Landells, Stephen B.
*McBain, John.
*Munro, Alexander.
**Munro, James.
*Robertson, James L.
*Sherlaw, James L.
*Sinclair, Donald.
*Stephen, Alexander.
**Stevens, John.
**Thomson, William.

THIRD DIVISION.

*Downie, Peter
*Dunlop, William W.
*Forbes, Alexander.
Mackay, John.
Mac Leod, Norman.
Milne, George P.
*Reid, John.
*Spittal, James.

Edinburgh.

(Episcopal Church.)

Students of the Second Year.

FIRST DIVISION.

**Clement, James.
**Hawden, William W. (D.)

SECOND DIVISION.

**McNess, Francis

THIRD DIVISION.

**Fenton, Thomas,

Students of the First Year.

FIRST DIVISION.

**Walker, William F.

SECOND DIVISION.

**Kennedy, William W.
**Laurie, Edward.
*Mackaig, John.
**Miller, Stephen.

THIRD DIVISION.

*Cowan, John A.
Kelly, James.
*Thomson, William.

Edinburgh.

(Free Church)

Students of the Second Year.

FIRST DIVISION.

**Anderson, William. (D.)
*Butchart, John.
Forrest, Robert. (D.)
*Lumsden, David B.
**Mackay, John J.
Marshall, John (D.)
*Riach, William.
*Stewart, David M.

SECOND DIVISION.

**Archibald Stewart. (D.)
*Craig, Archibald.
*Dick, William.
*Ellis, John.
*Falconer, Robert S.
*Forrest, Joseph.
**Gillanders, John.
*Jeffrey, Alexander.
*McAsb, James.
**Milne, Robert.
**Paterson, Robert.
*Ross, Donald.
*Sime, Thomas.

THIRD DIVISION.

**Brown, James A.
*Davidson, Alexander.
*Everett, William.
**McKay, Malcolm.
**Oswald, Alexander C. R.
*Runciman, James.

FOURTH DIVISION.

*Greig, Robert.

Students of the First Year.

FIRST DIVISION.

*Adamson, George P.
*Bisset, James H.
*Fitzgerald, James D.
**Maclean, John.

SECOND DIVISION.

**Archer, William.
*Boyd, John.
*Clark, Robert.
*Dall, Alexander.
*Finlayson, Robert B.
*Gillies, Walter.
*Graham, Robert.
*Hardie, James.
*Jack, John.
**Low, James.
Manchline, Robert.
*Sim, William.

THIRD DIVISION.

Bruce, John.
**Hislop, John.
Lamb, Alexander
**Leitch, James.
*Macgregor, Donald.
Mitchell, James.
Sephen, James W.
*Watson, Robert C.

FOURTH DIVISION.

Spence, William.
Setherland, George.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

*Cunningham, John.
**Lawrence, John. (D.)
*Miller, Archibald
**Moodie, Robert. (D.)
**Paterson, James.
*Russel, Archibald.

SECOND DIVISION.

**Anderson, Peter.
*Brownlie, William.
*Campbell, Quintin.
**Harvey, Walter.
*Jack, Hugh.
**McCreadie, Anthony.
**McNicoll, James.
**Millar, John N.
**Milligan, James.
*Nairn, John S.
**Philip, Robert.
**Schaw, Thomas.
*Seton, Hugh.
*Thomas, Francis.
*Thomson, William A.

THIRD DIVISION.

*Alexander, William.
**Blackstock, Walter.
*Macmaster, Hugh.

Students of the First Year.

FIRST DIVISION.

**Gibson, James.
*Picken, David.
*Robertson, Edward.
*Tait, William.

SECOND DIVISION.

**Blair, William.
**Campbell, James.
*Forsyth, John.
*Kelly, John.
*McAinsh, Thomas.
*Macarthur, John.
**McEwan, John.
*McNeilage, Archibald.
**Macpherson, Franklin K.
**McVean, Donald.
**Meikle, Robert M.
**Morrison, William M.
**Stewart, Walter.
*Struthers, Andrew.
*Wallace, George.

THIRD DIVISION.

*Allan, William.
**Ballantyne, Gilbert.
*McAlister, William.
*McCredie, David.
*Smith, Thomas.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

**Brown, John.
*Davis, Robert.
*Fraser, Simon M.
**Pollock, Matthew W.
*Steele, James.

SECOND DIVISION.

*Arthur, Thomas.
Brodie, Thomas. (D.)
**Connor, John. (D.)
*Crawford, John C.
*Hamilton, William.
*Leith, William.
*Lennox, David.
*McIlwraith, Robert.
Mc Kenzie, Colin.
*Mc Nidder, John.
*Miller, Alexander.
*Russell, John.
**Scouller, John. (D.)
*Thomson, John.
*Thomson, William.
**Wilson, Peter.

THIRD DIVISION.

*Hunter, James.
*Mc Kechnie, John.

Students of the First Year.

FIRST DIVISION.

*Graham, James D.

SECOND DIVISION.

*Chapman, Charles.
*Ingram, Joseph.
**Letters, Thomas.
Roy, James.
Scott, Thomas.
**Whittaker, James.

THIRD DIVISION.

*Alexander, Robert.
*Campbell, George.
**Clark, Archibald.
*Dalziel, Allan.
*Dobbie, John.
*Fraser, John.
*McIntyre, Donald.
*MacDonald, Angus.
McKenzie, Roderick.
*McKinnon, John.
*Maclean, Kenneth A.
Morton, Thomas.
*Munro, Hugh.

II.—NORMAL SCHOOLS FOR MISTRESSES.

ENGLAND AND WALES.

Bishop's Stortford.

(Rochester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

Claridge, Emma.
Eastland, Annie.
*Hutt, Lucy M.
Meeks, Emily S.
Messer, Mary Ann.

SECOND DIVISION.

Andrew, Emily E.
Adams, Mary.
Crouch, Mary.
Gibbard, Emily.
Hawkridge, Elizabeth.
Hedson, Elizabeth N.
Lanham, Esther A.
Linging, Frances C.
Lovell, Jane L.
Martin, Frances E.
Parker, Mary J.
Pearson, Mary.
Rodford, Louisa.
Saunders, Mary A.
Scott, Margaret J.
Smith, Caroline.
Veall, Harriet.

THIRD DIVISION.

Bird, Hannah.
Bradstock, Eliza S.
Cobb, Ellen P.
Denney, Mary A.
Drew, Eliza.
Martin, Fanny.
Slade, Ellen M.
Terry, Elizabeth P.
Whittaker, Elizabeth.

Students of the First Year.

FIRST DIVISION.

Chapman, Sophia E.
Lockhart, Amy.

SECOND DIVISION.

Cook, Charlotte.
Ellis, Mary A.
Jones, Elizabeth A.
Lewis, Elizabeth.
Musk, Mary H.
Paling, Elizabeth M.
Reed, Elizabeth.
Roff, Annie P.
Row, Florence.
Rowley, Jane.
*Staddon, Sarah.
Woodland, Lydia.

THIRD DIVISION.

Bell, Honora A.
Billington, Mary.
Conder, Hannah M.
Dunthorn, Ann.
Garner, Mina.
Goodwin, Clarissa.
Gornall, Elizabeth.
Kempton, Elizabeth.
Lightfoot, Martha.
McGregor, Eliza J. A.
Malam, Arabella F.
Seeby, Eliza.

Brighton.

(Chichester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Bull, Elizabeth D.
*Fryatt, Jane.
*Hogben, Ann F.
Moss, Rhoda S. (D.)

SECOND DIVISION.

*Bellingham, Sarah.
*Carter, Ann M.
*Evans, Alice.
*Fisher, Madeline.
*Funnel, Esther.
*Jackson, Charlotte.
**Kimpton, Jane E.
*Langford, Caroline.
*Osborne, Eliza.
Pengilly, Emma E.
*Petty, Eliza.
*Wilmer, Sarah A.

THIRD DIVISION.

Burt, Sarah L.
Campbell, Amelia.
*Joiner, Mary A.
*Lloyd, Emily A.
Pound, Emily.
*Samuels, Phœbe.
*Smart, Sophia.
Weblin, Eliza.

Students of the First Year.

FIRST DIVISION.

*Condy, Fanny.

SECOND DIVISION.

*Banfield, Mary.
Cork, Alice.
**James, Elizabeth.
*Jones, Emily F. T.
**Plucknett, Helen.
*Scott, Annie.
*Watson, Hannah.
*Willis, Elizabeth.

THIRD DIVISION.

*Allen, Emily E.
*Arnold, Susan.
Cook, Eliza.
Fentum, Matilda J.
*De Fraine, Anne.
*Gates, Rachel.
*Goddard, Anne.
*Hemsley, Caroline.
*Jackson, Mary.
Power, Julia.
*Randall, Esther E.
Taylor, Selina A.

FOURTH DIVISION.

Wedlock, Martha E.

Bristol.

(Bristol, Gloucester, and Oxford Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Bath, Mary A.
*Church, Elizabeth.
**Collins, Alice.
*Sampson, Margaret.
*Tremills, Nancy.

SECOND DIVISION.

Ainley, Mary R.
*Ash, Sarah A.
Cave, Catherine.
*Clutterbuck, Emily.
*Coomber Anne.
Daniels, Keturah.
*Davis, Sarah, E.
**Gardner, Helen.
*Grandfield, Elizabeth.
*Hobson, Susannah.
**Hulin, Sarah A.
Jenkins, Mary.
*Newman, Sabina.
Northam, Charlotte.
* Olley, Sarah.
Rawson, Anne.
Salisbury, Emma.
**Shuttleworth, Eliza A. (D.)
*Tudor, Alice, C.
Weare, Emily.

THIRD DIVISION.

Archer, Mary.
Bispham, Mary A.
Copley, Ellen.
Dolley, Alice.
* Foulkes, Eliza.
Griffiths, Rebecca.
Harrop, Elizabeth.
Hill, Elizabeth.
Humphreys, Mary A.
Perry, Susan.
Shepherd, Emily.
Tinkler, Lucy.
* Tombs, Sarah E.
Tyrer, Elizabeth.

Students of the First Year.

FIRST DIVISION.

*Bamforth, Sarah.
*Hanney, Sarah N.
*Norris, Eliza.
Turner, Emily.

SECOND DIVISION.

Baron, Mary.
*Cambridge, Amelia.
*Collier, Annie.
*Elliott, Sophia.
*Freeth, Mary A.
*Harvey, Emma.
*Jacka, Maria C.
*Potter, Sarah A.
Rider, Mary A.
Room, Louisa M.
*Thomas, Mary A.
Westwood, Hannah.
Whitfield, Mary A.
*Wilkins, Elizabeth H.

THIRD DIVISION.

*A'Court, Mary A.
*Bellamy, Mary A.
Belton, Jane.
*Bowman, Mary J.
Chumbley, Emma.
Cole, Isabella.
Keen, Sarah.
Kershaw, Sarah A.
Lane, Elizabeth S.
*Lewis, Annie.
Norris, Margaret.
Pike, Maria.
Smith, Sarah A.
*Stevens, Emma.
Veale, Mary A.
*Wilkins, Hannah.

Cheltenham.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

*Brace, Martha E.
**Edwards, Mary.
**Groom, Mary J.
*Maskelyne, Jane.
*Maybrey, Martha S.

SECOND DIVISION.

*Barratt, Rebecca.
**Billingsley, Clara A.
**Bush, Louisa C.
*Gayner, Ann Matilda.
**Groom, Ellen.
*Hawkins, Mary E.
*Jackson, Martha.
Morris, Agnes.
*Netherton, Rose.
**Parker, Mary J.
*Roe, Rosa S.
*Sapcote, Mary A.
*Simmonds, Sarah.
*Wilkes, Hannah.
**Wright, Mary E.

THIRD DIVISION.

Burt, Mary E.
Deeman, Emma.
Evans, Laura H.
**Harries, Mary.
Hooper, Emma H.
*Payne, Jane.
**Spratt, Hannah M.
*Turner, Alice.
Warwick, Fanny E.

Students of the First Year.

SECOND DIVISION.

*Cadwallader, Elizabeth.
*Eden, Mary F.
*Griffiths, Annie E.
Haxell, Elizabeth.
*House, Frances.
*Hughes, Margaret.
List, Mary A.
*Loose, Sarah.
*Musker, Sarah.
*Pride, Harriett E.
*Shore, Lucy.

THIRD DIVISION.

Collins, Jane.
*Cooke, Hester.
*Harrison, Eliza.
Hawkes, Mary J.
*Johnson, Emma R.
Knight, Elizabeth C.
*McColl, Sarah W.
*McHaffie, Jessie.
Montgomery, Mary.
Moody, Amelia.
*Pattinson, Elizabeth.
*Pole, Mary A.
Reynolds, Sarah S.
Richards, Phœbe.

FOURTH DIVISION.

Eden, Eleanor M.
*Howl, Hannah.

Derby.

(Lichfield Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Fulleylove, Elizabeth A.
**Kilby, Sarah. (D.)
*Lockhart, Marianne.
*Shirley, Una S.
**Slack, Elizabeth. (D.)
**Smith, Louisa.
**Statham, Frances E.

SECOND DIVISION.

*Edkins, Emma.
*Hook, Helen.
**Leeson, Phœbe E.
*Pinner, Mary A.
*Pollard, Mary.
**Rushton, Jemima.
**Sergeant, Agnes.
*Woollatt, Clementina.

THIRD DIVISION.

*Cross, Susan.
**Moore, Alice B. (D.)
**Warwick, Sarah A.
*Wilkins, Miriam E.

Students of the First Year.

FIRST DIVISION.

*Bonser, Elizabeth.
*Broatch, Annie.

SECOND DIVISION.

*Beck, Fanny.
*Bowring, Sarah E.
*Brooks, Jane A.
*Dainty, Matilda.
*Higgott, Esther.
*Northwood, Anne.
*Orchard, Anne.

THIRD DIVISION.

*Birl, Julia A.
*Buxton, Mary M.
*Caurah, Sarah A.
*Cotton, Mary E.
*Farr, Sarah.
*Johnson, Elizabeth.
*Kay, Alice.
*Ludlow, Ellen.
*McLean, Christina.
*Osborn, Elizabeth.
Redfern, Jane.
Steele, Mary A.
*Weatherby, Jane.

FOURTH DIVISION.

Sanders, Mary.

Durham.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION

Fairbairn, Jane E. (D.)
**Horsley, Jobina.
**Sutton, Sarah J.

SECOND DIVISION.

**Jones, Hannah.
*McDowall, Janet.
**Sowrey, Rebekah.
**Wallace, Janet.
*Wise, Mary A.

THIRD DIVISION.

Bell, Anne E.
*Buckley, Mary A.
*Foreman, Jane.
*Hope, Jane A.
Lambert, Harriet.
Reid, Catherine.

Students of the First Year.

FIRST DIVISION.

*Carruthers, Margaret.
*Veitch, Anna.

SECOND DIVISION.

*Carrick, Isabella.
**Dalby, Hannah M.
Dale, Catherine H.
*Fleming, Anna.
*Mutch, Isabella.

THIRD DIVISION.

Anderson, Sarah.
*Bleasby, Emma.
Buchan, Jane C.
Busher, Elizabeth.
*Forster, Sarah.
*Hall, Jane.
*Howat, Helen.
*Hudson, Jessie.
*Kirk, Annie.
*Lough, Rebecca J.
*Pearson, Jane A.
*Powell, Margaret.
*Robertson, Jane.
*Small, Agnes.
*Stockdale, Jane.
Thompson, Emma.
Urwin, Margaret.
*Windley, Rachel.
Yates, Annie.

FOURTH DIVISION.

Chappell, Kezia.
Fairlamb, Margaret.
*Howarth, Mary J.
Wetherall, Alice H.

Home and Colonial.

(Church of England.)

Students of the Second Year.

FIRST DIVISION.

*Balaam, Elizabeth.
**Banham, Mary A.
*Brown, Anne.
*Butcher, Emma F.
**Carpenter, Susan.
*Chisholm, Anne.
*Clayton, Martha E.
*Hawkes, Susannah E.
**Hoarden, Marianne.
*Hyde, Catherine E.
*McGinnies, Annie.
*Sharrocks, Eliza J.
*Smith, Charlotte M.
*Sutcliffe, Catherine.
*Swaysland, Mary.
*Templeton, Eliza C.
*Tomlinson, Lydia E.
*Wigmore, Charlotte E. J.
*Young, Mary H.

SECOND DIVISION.

Armitage, Elizabeth.
*Baker, Mary
*Briggs, Eliza.
*Brown, Anne S.
Capps, Susan E.
*Dickenson, Jane.
Dickenson, Eliza.
*Doe, Ellen, A.
*Edmunds, Elizabeth.
Fraser, Elizabeth.
Hall, Annie.
*Harryman, Emma.
*Hunt, Maria L.
Jones, Virtue.
*Lloyd, Elizabeth.
Mackarall, Sarah E.
*Millar, Agnes C.
Morris, Ellen R.
*Pearce, Anna C.
*Penny, Emily
*Reynolds, Mary A.
*Seabrooke, Anne S.
*Sherwin, Elizabeth.
*Smith, Jane.
Stretton, Susannah.

THIRD DIVISION.

*Atkinson, Lucy.
*Butt, Emily L.
*Leonard, Emma.
Natess, Ellen L.

Students of the First Year.

FIRST DIVISION.

Baggaley, Ellen.
*Card, Elizabeth.
*Collison, Jane S.
**Dean, Sarah A.
*English, Emily S.
**Frampton, Elizabeth.
*Gadd, Emma C.
Grist, Jessie.
*Harrison, Elizabeth A.
*Hendry, Annie.
*Hole, Julia.
*Hutchison, Mary.
Johnstone, Mary J.
Judd, Mary A.
*Leney, Jane.
Potter, Matilda.
*Riche, Sarah L.
*Smith, Katherine.
Stickley, Marina A.
Tingle, Sarah A.
*Wood, Jane E.

SECOND DIVISION.

*Bale, Caroline, K.
Booker, Susannah M.
*Braybrook, Harriet E.
Bryan, Susan.
*Cave, Harriet.
Claxton, Eliza L.
*Cook, Barbara.
Diggins, Emily E.
*Dyer, Sarah W.
*Elson, Clara E.
*Fomison, Mary.
**French, Mildred T.
Green, Hariette.
*Griffiths, Mary.
Hall, Letitia D.
*Hamilton, Alice.
Harris, Fanny.
*Jakeman, Emily S. E.
*Malcolm, Mary E.
**Mallin, Mary.
**Martin, Mary A.
*Mc Quoin, Mary A.
Morant, Elizabeth A.
*Powell, Elizabeth.
Purser, Miriam.
**Quincey, Cecilia C. C.
Richards, Emma.
Senior, Ellen.
*Stones, Jane.
*Williams, Catherine P.
Williams, Emily M.
*Worthington, Emma M.

THIRD DIVISION.

Alison, Margaret.
Barnes, Emma.
Brough, Elizabeth.
Griffiths, Mary.
*Holme, Elizabeth.
Hunter, Isabella.
*Jones, Emma.
Mills, Frances.
Naylor, Ann.
Parsons, Eliza.
*Satchell, Louisa.
Smith, Sarah A.
*Wells, Mary E.

Candidates for Infant Teaching under Article 99.

FIRST DIVISION.

*Ellis, Louisa.
*Gibbens, Ellen E.
Searles, Mary.
*Wright, Elizabeth J.

SECOND DIVISION.

De Bruin, Henrietta.
Edwards, Alice J.
**Harrison, Sarah A. (D.)
*Kersey, Mary D.
*Marr, Helen.
Stannard, Matilda.
*Walker, Henrietta.

THIRD DIVISION.

Anderson, Jane.
*Bush, Emma R.
Collier, Emily.
Corrie, Mary M.
Crellin, Ann.
*Dyason, Afra.
**Jones, Caroline E.
McDonnell, Susan.
Perry, Mary J.
*Shelton, Elizabeth.
*Stillman, Louisa.
*Swain, Mary M.
Young, Margaret M.

Lincoln.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Bestwick, Emma.
*Cross, Maria S.
**Elwell, Rebecca F.
**Hall, Sophia (D.)
*Marsden, Alice.
*Nolan, Ellen.
*Ward, Hannah.

SECOND DIVISION.

Brown, Lucy.
*Butterell, Emily.
*Buttery, Martha.
*Cuthbert, Clara A.
*Hammond, Emma E.
*Simpson, Eliza A.
Stanwell, Louisa F. (D.)
Walker, Margaret A.

THIRD DIVISION.

*Cook, Frances S.
*Norborn, Ann.
*Pulford, Henrietta.
*Smith, Mary C.

Students of the First Year.

FIRST DIVISION.

*Kaye, Elizabeth.
**Twist, Alice P.

SECOND DIVISION

Allenby, Myra.
Blair, Margaret M.
Cooper, Annie M. (D.)
**Dickins, Annie M.
*Hill, Sarah A.
**Lake, Sarah A.
**Price, Matilda.
Riley, Emma.

THIRD DIVISION.

*Best, Hannah M.
Foster, Sarah A.
Gibbins, Eliza.
Hather, Catherine (D.)
Hopkin, Eliza A.
Spivey, Harriet.
*Warren, Sarah A.

FOURTH DIVISION.

Smith, Mary A.

Liverpool.

(Roman Catholic.)

Students of the Second Year.

FIRST DIVISION.

**Anglin, Anastatia.
**Heffernan, Anne (D.)
*Kearney, Mary.
*Rothwell, Ellen.
*Ryan, Catherine.
**Sole, Mary A.
*Troy, Catherine.
*Ward, Rosé.

SECOND DIVISION.

Arrowsmith, Elizabeth.
Benson, Louisa.
Bishop, Jane.
Brosghall, Mary J.
*Clifton, Susan.
*Conway, Sarah.
Curran, Matilda.
Duffy, Teresa.
Henville, Mary A.
Hickson, Emma.
*Moylan, Anne.
*Murphy, Isabella.
Scott, Maria.
Smith, Anne.
Taaffe, Margaret.
**Threlfall, Elizabeth.

THIRD DIVISION.

Harrigan, Mary.
Maher, Catherine.
O'Neill, Marianne.
Shaw, Hannah.
Traynor, Mary.

Students of the First Year.

FIRST DIVISION.

*Barry, Mary.
*Baynes, Ellen.
*Baynes, Mary A.
**Burgess, Mary.
**Clegg, Rufina.
*Furness, Mary F.
*Mulholland, Annie.

SECOND DIVISION.

Brannen, Catherine.
Buckley, Elizabeth.
*Connell, Maria.
Cregg, Elizabeth.
**Dillon, Margaret.
Dowland, Mary A.
Duff, Helen.
Gabbott, Mary E.
Gallagher, Sarah.
Heath, Mary.
Kennedy, Ellen.
Prout, Amy.
*Threlfall, Teresa.

THIRD DIVISION.

Bird, Bridget.
Bird, Mary H.
*Carroll, Helen.
Charlton, Eleanore.
Derry, Letitia.
Dormand, Mary A.
Donovan, Catherine.
Doyle, Teresa.
Dutton, Jane.
*Fearns, Mary.
Lawrence, Phœbe.
*McCarthy, Alice.
McDonald, Agnes.
McVeigh, Louisa.
**Parr, Bridget.
Smith, Mary J.
Spiller, Hanoria.
**Tyson, Mary.
*Walsh, Elizabeth.

Norwich.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

Carter, Emily. (D.)
*Goodchild, Louisa M. A.
*Lane, Elizabeth A.
Schofield, Charlotte E. (D.)
*Tottman, Elizabeth.

SECOND DIVISION.

*Brooke, Eleanor F.
*Cryer, Katherine E.
*King, Charlotte.
Marshall, Alice M.
*Pitt, Frances.
*Ramsey, Jane.
*Sadler, Sarah E.
*Simpson, Anne.
*Swales, Sarah H.
**Wilde, Julia H.

THIRD DIVISION.

*Babb, Ellen.
*Chaplin, Elizabeth.
*Marshall, Agnes M.
*Woollard, Emily.

Students of the First Year.

FIRST DIVISION.

*Alderson, Elizabeth.
**Emmott, Rebecca.
**Mann, Louisa H.

SECOND DIVISION.

Baker, Bertha.
*Bolingbroke, Matilda.
*Bradshaw, Katherine A. E.
*Chandler, Emma.
Cook, Ruth.
*Innocent, Helen.
*Shaw, Ellen.
*Willimont, Emma.

THIRD DIVISION.

Bell, Catherine.
Colls, Ellen H. G.
Dutton, Annie.
Fisher, Susan E.
*Haydon, Rachel.
Mansell, Hannah.
Mansfield, Jane E.
Newbold, Eliza C.
*Potton, Elizabeth M.
Wright, Mary A.

Ripon.

(York and Ripon Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Bentley, Anne.
**Child, Lucy A. (D.)
*Corbett, Mary J.
**Horsfall, Hannah.
*Lambert, Elizabeth.
**Newnum, Barbara E.
*Selby, Eliza A.
*Widdup, Caroline.

SECOND DIVISION.

*Booth, Kate.
*Gascoigne, Elizabeth.
*Malthouse, Anne.
**Milnes, Sarah J.
**Priestley, Hannah.
Rawlin, Charlotte.
Reeder, Mary M.
*Townend, Tamar.

THIRD DIVISION.

*Atkinson, Mary F.
*Beldon, Mary H.
**Brady, Elizabeth A.
Dannatt, Mary A. J.
*Higginbottom, Anne A.
Restrick, Sarah.
Rogers, Hannah.
*Waud, Elizabeth.
*Wright, Maria.

Students of the First Year.

FIRST DIVISION.

Anderson, Lucy.
**Eastwood, Victoria.
*Rowsby, Sarah.
*Soar, Emma.

SECOND DIVISION.

Abson, Mary.
*Beddows, Agnes C.
*Crossley, Sarah A.
*Dickenson, Mary A.
*Fearnley, Ann.
*Harper, Sarah J.
*Harwood, Mary A.
Hughes, Catherine B.
*Hutchinson, Elizabeth.
Ibberson, Hannah.
*Marshall, Mary.
*Roebuck, Ellen.

THIRD DIVISION.

Archer, Emma.
*Bartram, Marianne.
Batty, Olivia.
*Brooke, Anne M.
Carr, Ann.
*Chippindale, Anne E.
Coulson, Jane.
**Crabtree, Mary.
Crampton, Jane.
Drake, Mary L.
*Lidster, Harriet.
*Meek, Sarah A.
Pearson, Jane.
*Phillipson, Frances.
*Poole, Sarah.
*Smith, Hannah.

FOURTH DIVISION.

Dickson, Elizabeth.
*Greening, Eliza.
Watson, Honor.

Salisbury.

(Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Bevin, Ursula M.
*Brown, Fanny.
Brown, Martha, jun.
*Coffin, Jane A.
*Daws, Julia.
*Joynson, Hannah.
*Kerby, Mary M.
*Matthews, Fanny.
Meech, Floretta.
*Moore, Emily.
*Mose, Mary A.
*Smith, Sophia E.
*Snelgrove, Kate.

SECOND DIVISION.

*Alexander, Mary A.
Champion, Sarah.
*Clear, Sophia.
*Dew, Mary.
*Fielder, Sarah J.
Fooks, Ann B.
*Gregory, Martha.
Martin, Isabella S.
*Morris, Mary.
*Mundy, Sarah J.
*Reynolds, Annie A.
*Saville, Ellen.
*Spray, Sophia J.
Stone, Kezia A.
*Weaver, Mary A.
Webb, Clara.
*Young, Annie.

THIRD DIVISION.

Dowland, Caroline E.
Jones, Emma.
Neale, Emily M.

Students of the First Year.

FIRST DIVISION.

*Farmage, Annie.
**Hall, Caroline.
Marsh, Harriett E.
*Mills, Mary.

SECOND DIVISION.

*Axton, Annie.
*Corner, Louisa.
Cowdry, Eliza.
Evans, Martha.
Hallett, Louisa R.
*Lanning, Mary A.
Lovell, Ellen M.
*Mattock, Sarah A.
*Milton, Ann.
**Sanders, Jessie.
Turley, Elizabeth S.
*Waters, Ann.

THIRD DIVISION.

*Baston, Jane.
Butler, Martha.
*Edwards, Sarah.
Holloway, Eliza.
*Nickless, Julia J.
Pierce, Penelope.
Whittaker, Anne.

FOURTH DIVISION.

Ayton, Eleanor S.
Dewhurst, Sarah L.
Tyrrell, Ann.

Stockwell.

(British and Foreign School Society's).

Students of the Second Year.

FIRST DIVISION.

**Allen, Jane (D.)
*Allen, Jane G.
**Brown, Mary A.
**Bruce, Elizabeth.
Calder, Jane (D.)
**Davidson, Georgina (D.)
**Davison, Annie.
**Ferguson, Marion.
**Fleming, Emily K.
**Gay, Sarah E.
**Hussey, Caroline J.
*Mather, Annie M.
**Middlemiss, Jean (D.)
**Moody, Eliza.
Morgan, Alice J. (D.)
**Owens, Ann E.
*Roseman, Jessie.
**Stone, Emily.
**Sample, Thomasina.
**Sanders, Elizabeth.
*Shirley, Ellen.
**Thompson, Eliza.
**Townsend, Fanny.
**Whitehead, Elizabeth (D.)
**Williams, Jane.
**Yarnold, Emily F. (D.)

SECOND DIVISION.

**Bickle, Sarah J.
*Chiswell, Angelina.
**Comley, Edith (D.)
*Cookson, Isabella.
**Cottingham, Jane.
*Dawson, Mary J.
**Gibson, Jane.
**Groves, Emily.
**Hope, Margaret.
**Jones, Mary A.
**Joy, Alice.
*Reay, Sarah B.
**Rix, Mary G.
**Southey, Ellen.
**Spink, Anne.
*Talbot, Emma.
**Turvill, Sarah.
**Wood, Hannah P.
*Wrigley, Elizabeth.

THIRD DIVISION.

*Townend, Phœbe E.

Students of the First Year.

FIRST DIVISION.

Daniell, Ellen M. (D.)
**Kay, Eliza.
*Lister, Judith A.
*Manton, Selina.
*McKay, Margaret E.
**Morley, Catherine (D.)
*Ogle, Mary.
**Pitt, Harriett.
*Read, Elizabeth A.
*Roddis, Bessie M.
*Towers, Clara.
*Walker, Louisa.

SECOND DIVISION.

*Ainsworth, Mary A.
*Armstrong, Mary.
*Crabb, Janet.
*Eyles, Ida.
*Hayward, Hannah.
*Mackey, Matilda.
**McIntyre, Margaret A.
*Odell, Elizabeth.
*Rider, Ruth D.
*Tiley, Mary A.
*Wilkins, Emily.

THIRD DIVISION.

*Barker, Charlotte E.
*Boyd, Mary J.
*Bradshaw, Rebecca.
*Brady, Mary.
*Brown, Elizabeth A.
*Cookson, Elizabeth.
*Cousins, Mary.
*Graham, Mary E.
*Holmes, Emily.
*Iveson, Blanche C.
*Jones, Anne.
*Jones, Sophia.
*Lever, Susannah.
*Middleton, Susannah M.
*Nokes, Phillis A.
*Russell, Naomi.
*Shambrook, Mary J.
*Simister, Elizabeth.
*Wheeler, Eliza W.
*Winders, Elizabeth.

FOURTH DIVISION.

*Hilton, Levinah.

Truro.

(Exeter Diocesan.)

Students of the Second Year.

FIRST DIVISION.

*Duncan, Mary A.

SECOND DIVISION.

*Amor, Ellen S.
*Babbage, Louisa.
*Lowry, Rebecca.
*Marshall, Elizabeth E.
*Stentiford, Maria G.

THIRD DIVISION.

*Edwards, Mary
**Goodhind, Sarah.

Students of the First Year.

FIRST DIVISION.

*Reed, Amelia.

SECOND DIVISION.

*Bidwell, Fanny S.
*Finch, Annie R.
*Lord, Amanda M.
*Nettell, Catherine.
*Rogers, Jane.
*Scaddan, Emily C.
*Tonkin, Emily.
*Toser, Annie.
*Wadling, Anne E.

THIRD DIVISION.

**Davis, Mary H.
*Frais, Georgina
*Newman, Emma E.
Perkins, Anne.
*Pollard, Ellen.
Rettallack, Amelia.
*Sprague, Louisa L.
*Vallack, Mary E.

FOURTH DIVISION.

*Rimmer, Ellen.

Warrington.

(Chester Diocesan.)

Students of the Second Year.

FIRST DIVISION.

**Booth, Mary A.
*Clarke, Hannah.
*Craig, Anna M.
*Hoggarth, Elizabeth.
**Parry, Fanny.
*Sheen, Ann.
*Strype, Selina M.

SECOND DIVISION.

*Beardsworth, Alice.
*Birtles, Ellen.
*Black, Emily J.
Clucas, Isabella.
*Cowle, Margaret.
*Cross, Hannah E.
*Cubbin, Frances A.
*Gill, Isabella.
Heald, Mary.
*Skelborne, Margaret.
Worrall, Harriet.

THIRD DIVISION.

Bailey, Ann.
*Baxter, Selina.
*Bentley, Mary.
Carruthers, Mary A.
Coleburn, Mary.
*Denton, Elizabeth.
*Dewhurst, Jane.
Edwards, Alice.
Grice, Mary A.
*Grimmett, Jane.
*Holmes, Mary E.
Howarth, Anne E.
*Hughes, Marianne.
*Jackson, Mary.
Mercer, Margaret.
Mowbray, Clara.
*Mowbray, Elizabeth.
*Openshaw, Mary A.
Orton, Mary A.
*Penny, Julia.
*Ponsonby, Elizabeth A.
*Scott, Matilda L.
Swann, Frances M.
Tinker, Annie.
*Turner, Margaret.
Watson, Margaret E.
*Williams, Jane.

FOURTH DIVISION.

Henshall, Maria.

Students of the First Year.

FIRST DIVISION.

*Bird, Emma S.
Booth, Sarah.
**Bryning, Alice J.
Makin, Elizabeth.
**Newall, Caroline.
**Robinson, Sarah.
**Stephens, Emma O.

SECOND DIVISION.

*Abbott, Sarah H.
Aiken, Mary.
*Birch, Ann A.
**Brooker, Lucy.
Charlton, Ellen.
**Fell, Ermelinda A.
*Hughes, Rebecca.
King, Isabella.
**Leaver, Louisa.
Owen, Jane.
**Patterson, Eliza.
Quayle, Margaret.
**Smith, Elizabeth.
*Thompstone, Clara E.
Turner, Elizabeth.
**Wilkinson, Martha.

THIRD DIVISION.

Ballans, Anne J.
**Bell, Mary A.
*Carr, Mary A.
Goldsworthy, Percy M.
**Goodburn, Frances.
Griffiths, Isabella.
Hammond, Mary A.
Hayhurst, Alice.
*Heap, Mary.
Johnson, Mary.
Johnston, Mary E.
Lawton, Mary.
Lomax, Sarah A.
**Lord, Mary H.
Mann, Elizabeth.
McKinless, Mary A.
*Pickup, Margaret.
Roberts, Elizabeth.
Roberts, Magdalene.
Roper, Sarah J.
Sandells, Hannah.
Schofield, Naomi.
Sidey, Elizabeth.
*Smethurst, Josephine.
Williams, Isabella F.
Winstanley, Mary A.

FOURTH DIVISION.

Atherton, Mary.
Elton, Sarah A.

Westminster.

(Wesleyan.)

Students of the Second Year.

FIRST DIVISION.

**Barrett, Rebecca.
**Fletcher, Sophia. (D.)
*Judson, Jane.
**Oakes, Annie A.

SECOND DIVISION.

Beech, Eliza.
Bithray, Rebecca.
*Bourne, Mary.
*Chadwick, Dinah.
**Dinning, Sarah E.
Fearfield, Mary.
*Gatley, Harriet.
Guppey, Adrienne.
**Head, Matilda.
**Hunter, Elizabeth S.
*Knowles, Susan M.
**Lane, Eliza.
Leather, Mary E. (D.)
*Mansford, Elizabeth.
*Nuttall, Anne.
*Roe, Mary.
*Sheppard, Martha.
*Sidebottom, Lavinia.
*Taylor, Sarah A.
*West, Mary C.

THIRD DIVISION.

Adams, Mary A.
*Pipes, Jane.
Raban, Eliza F.
Royle, Martha.
*Skelton, Anne.

Students of the First Year.

FIRST DIVISION.

**Crews, Emma.
*Curnow, Jane H.
**Gwynne, Rhoda.
*Revell, Elizabeth A.
*Rothwell, Mary A.
**Thompson, Emma C.

SECOND DIVISION.

**Hancock, Sarah L.
**Leathley, Maria.
*Mason, Emma.
*Pollard, Isabella L.
*Whetter, Jane.
*Winstanley, Mary W.

THIRD DIVISION.

*Ashton, Catherine.
Ball, Mary C.
*Blakeley, Anne.
*Bleakley, Elizabeth A.
*Campbell, Julia A.
*Chapman, Elizabeth.
*Creber, Sarah M.
*Davey, Mary A.
Ewan, Isabella C.
*Field, Emma.
*Hayward, Elizabeth.
Hilton, Betsy.
*Kilfoyle, Mary.
*Knowles, Anne.
*Rivers, Ann E.
*Robinson, Annie.
*Seale, Margaret.
**Smith, Hannah R.
*Tripp, Elizabeth.

Whitelands.

(National Society's.)

Students of the Second Year.

FIRST DIVISION.

*Armstrong, Emily.
*Baston, Sarah.
**Biddulph, Lucy.
*Blandford, Maria.
*Brown, Jane H.
*Bulleid, Martha D.
Davey, Martha A.
*Emerson, Heather M.
**Finch, Caroline L.
*Fleming, Margaret L.
*Gates, Harriet.
*Heaton, Mercy.
*High, Sarah H.
*Kiddell, Katharine.
*Le Cras, Mary J.
*Lucas, Ellen J.
*Morrison, Martha S.
*Prodgger, Martha.
*Smith, Margaret J.
*Sykes, Agnes H.
*Tubb, Emily.

SECOND DIVISION.

*Baker, Emma.
*Brown, Julia M. A.
Budden, Mary.
*Chappell, Mary A.
*Clarke, Eliza.
*Cooper, Catherine A.
*Fawcett, Emma.
*Gould, Jane.
*Harris, Rosa C.
*Henstock, Harriet S.
Holley, Elizabeth.
*James, Elizabeth.
*Ketteley, Sarah A.
*Knight, Elizabeth F.
*Lawrence, Mary.
*Norwood, Ellen.
*Phillimore, Louisa.
*Pointon, Jane.
**Sears, Sarah.
*Sheldrake, Mary A.

*Styant, Mary A. F.
*Taylor, Fanny.
*Taylor, Sarah.
*Wedding, Sarah.
**White, Susan.
*Woodhead, Elizabeth.

THIRD DIVISION.

Alderdice, Fanny M.
*Cox, Eliza.
Dodd, Mary A.
Hebdon, Elizabeth A.
*Mountford, Ann.
*Pollard, Mary J.

Students of the First Year.

FIRST DIVISION.

*Armes, Sarah R.
*Ball, Hannah.
*Campbell, Annie M.
*Frost, Mary A.
**Harvey, Sarah.
Hyde, Eliza A.
*Lawson, Elizabeth A.
*Medhurst, Martha.
*Moore, Caroline S.
**Potter, Christiana R.
Rhodes, Elizabeth.
*Stevens, Harriet.
**Wheeler, Martha H.

SECOND DIVISION.

*Allerton, Eliza.
**Chandler, Sarah A.
Clark, Mary A.
Clayton, Annie.
*Cole, Sarah.
*Coupe, Martha.
Foden, Emma.
*Hunt, Charlotte.
*Jarvis, Agnes L.
*Jones, Elizabeth.
*Linnell, Arabella.
Lockyer, Fanny.
*Morgan, Mary.
*Owen, Margaret.
**Richardson, Martha D.
*Sharp, Harriet.
*Smith, Mariana.
Swift, Jane.
*Thatcher, Eliza.
*Thomas, Catherine.
Thorne, Eliza R.
*Tuson, Annie.
*Wheatley, Emma.
*Wood, Ann.

THIRD DIVISION.

*Boot, Ellen.
Belcher, Rowena.
*Barrows Martha T.
*Clifton, Clara C.
Haynes, Maria F.
*Kelly, Eliza A.
King, Jane M.
*Morgan, Helen.
Nash, Louisa S.
*Pattison, Margaret E.
**Pert, Rosa E.
**Pittard, Mary A.
*Powell, Mary.
*Taylor, Mary.
*White, Anne.
**Widgery, Emma C.

FOURTH DIVISION.

Turle, Mary.

SCOTLAND.

Edinburgh.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

*Aikin, Jane L.
*Alcorne, Alice N.
*Peebles, Elizabeth.
*Scott, Margaret.
*Thomson, Mary S.
Wellwood, Agnes.
Young, Isabella.

SECOND DIVISION.

*Alves, Jane A.
*Anderson, Agnes J.
*Binnie, Agnes.
Brander, Anne F.
*Brown, Isabella.
*Charlton, Margaret J.
*Duncan, Helen C.
England, Mary.
*Liddell, Mary.
**Lindsay, Mary.
Millar, Susan W.
*Ponton, Janet.
*Pryde, Mary.
Simpson, Jane.
Strachan, Ada P.
Wilson, Rachel.
*Young, Elizabeth.

THIRD DIVISION.

Pitcaithly, Jane.
Somerville, Jessie L.
Thomson, Jane.

Students of the First Year.

FIRST DIVISION.

*Aitchison, Jessie.
**Howie, Jane.
**Lowson, Helen.
*Lynn, Alison.
Ogg, Catherine J. D.

SECOND DIVISION.

**Drynan, Mary.
Fargie, Georgina.
Law, Helen.
Milne, Jessie.
**Moir, Elspet.
*Nicholson, Hughina.
*Nicoll, Catherine R.
*Stewart, Jessie.

THIRD DIVISION.

*Brown, Elizabeth.
Edward, Eleanor L.
*Henderson, Elizabeth M.
Hunter, Jane.
Leighton, Mary.
Logan, Elizabeth.
McDonald, Elizabeth.
Simpson, Mary.
Stewart, Janet.
Telfer, Margaret.
*Watt, Georgina.

FOURTH DIVISION.

Harkness, Mary.

Edinburgh.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

Crichton, Grace. (D.)
**Fowler, Elisa.
*Low, Margaret F.
**McLaren, Lilias. (D.)
*Robertson, Margaret.
Stewart, Jane W. (D)

SECOND DIVISION.

*Bain, Margaret G.
*Barty, Janet.
*Copland, Christiana S.
*Black, Mary A.
*Donaldson, Jane M.
**Dunlop, Catherine.
*Gow, Jane G.
**Gray, Martha J. (D.)
*Hall, Eleanora G.
*Hannay, Jessie.
Kesson, Mary.
*Lamb, Isabella.
*McDonald, Margaret.
Menzies, Marion. (D.)
Monteith, Susan P.
Nicholls, Ruth.
*Robertson, Jessie L.
*Warden, Grace.
*White, Margaret.
*Wright, Isabella P.

THIRD DIVISION.

Gloyne, Johanna C.

Students of the First Year.

FIRST DIVISION.

Cunningham, Helen.
**Cuthbert, Mary.
**Gibb, Elizabeth L.
Hutchinson, Christina J.
*Johnston, Elizabeth.
*McRae, Catherine.
*Moir, Maria S.

SECOND DIVISION.

Anderson, Isabella.
Bain, Helen.
Cruickshank, Jane.
Ferguson, Elizabeth.
Fife, Margaret.
Forbes, Jeannie L.
French, Margaret.
Johnston, Mary A.
**Leitch, Jane.
McIntyre, Margaret.
*McRostie, Margaret.
Meek, Jessie.
Phillips, Sarah.
Robertson, Isabella.
*Thomson, Jane.

THIRD DIVISION.

Archibald, Marion.
*Blackhall, Mary F.
Boyck, Mary.

Donald, Maggie M.
Nicholson, Isabella.
Ogg, Jane.
*Smith, Elizabeth M.
*Wilson, Jane K. A.

Glasgow.

(Church of Scotland.)

Students of the Second Year.

FIRST DIVISION.

*Gemmill, Agnes H.
*Gibb, Jane.
*King, Jane.
*Pattison, Margaret.

SECOND DIVISION.

*Bell, Mary F.
*Carnegie, Mary.
*Craig, Jane.
*Dunlop, Margaret.
**Fairlie, Jessie.
*Lawson, Elizabeth.
*McLaren, Jane.
*Patterson, Margaret.
*Stalker, Betsy.
*Stevenson, Ellen.
*Wilson, Margaret.
*Wilson, Mary C,

THIRD DIVISION.

*Barclay, Agnes.
*Boyd, Annie.
*Brown, Elizabeth I.
*Lawson, Mary.

Students of the First Year.

FIRST DIVISION.

*Clarke, Lilias.
*Wallace, Mary.

SECOND DIVISION.

*Gibb, Christina.
*Glen, Christina.
*Govan, Agnes.
*Heugh, Mary E.
*Leask, Jane M.
*McFadyen, Jane R.
*Macintyre, Isabella.
*McMaster, Jessie.
Phillip, Anne.
Steele, Helen R.
Stevenson, Marion.

THIRD DIVISION.

*Andrew, Jane.
*Borland, Jane.
Cameron, Janet.
*Drummond, Jane T.
Goldie, Jessie.
*Gregorson, Marion.
*Logan, Agnes.
*McLellan, Janet.
Mahon, Sarah.
Roberts, Mary J.
*Sharp, Janet B.
*Wilson, Maggie.

Glasgow.

(Free Church.)

Students of the Second Year.

FIRST DIVISION.

*Bonar, Marion.
**Crawford, Elizabeth.
**Edwards, Arabella.
*Laird, Marion A.
*Smith, Marion N.

SECOND DIVISION.

**Aitken, Ann G.
*Clark, Margaret.
*Gibbon, Arabella.
*Gray, Maggie.
**Hay, Isabella G.
*Lang, Agnes G.
McKenzie, Elizabeth.
*McPherson, Isabella.
*McWilliam, Jane.
*Moffat, Barbara.
*Wilson, Mary.

THIRD DIVISION.

*Cairns, Christina.
Campbell, Maggie.
*Laird, Mary.
McAalam, Elizabeth.
*Simpson, Jessie.

Students of the First Year.

FIRST DIVISION.

*Bowie, Janet T.
*Buchanan, Mary.
*Lyle, Jeanie C.
McMath, Jessie.
*Watson, Mary M.
Young, Maggie.

SECOND DIVISION.

*Dewar, Agnes.
*Donald, Margaret.
**Gavin, Anna.
*Goodwin, Margaret.
*Hall, Janet R.
**Henry, Mary.
*Law, Sophia.
*McIntyre, Elizabeth.
McLelland, Eliza.
*Mitchell, Kate M.
*Muir, Mary.
*Mungle, Jane.
*Ritchie, Anna B.

THIRD DIVISION.

*Chisholm, Catherine.
*Ecklin, Isabella.
*Fleming, Eliza H.
*Hay, Elizabeth G.
*Logan, Margaret.
McConochie, Eliza.
*Murdoch, Mary.
*Raeside, Jane.

SUMMARY

OF

RESULTS of EXAMINATION of Students in Normal Schools, at Christmas, 1865.

ENGLAND AND WALES.

MALES.

NORMAL SCHOOL	FIRST YEAR						SECOND YEAR					
	Number presented for examination	1st Division	2nd Division	3rd Division	4th Division	Failed	Number presented for Examination	1st Division	2nd Division	3rd Division	4th Division	Failed
Bangor	12	0	3	9	0	0	12	3	5	4	0	0
Battersea	42	7	20	15	0	0	37	12	15	10	0	0
Borough Road	35	6	15	14	0	0	44	14	18	12	0	0
Carmarthen	7	0	2	3	0	2	13	1	3	9	0	0
Carnarvon	10	0	1	9	0	0	9	0	5	3	0	1
Chelsea	50	0	14	33	1	2	53	12	17	22	1	0
Cheltenham	33	5	7	20	0	1	52	7	25	17	2	1
Chester	8	1	0	6	1	0	11	2	6	1	0	0
Chichester	3	0	0	1	1	1	4	0	2	1	1	0
Culham	22	2	4	13	1	2	11	1	5	5	0	0
Durham	17	1	4	10	0	2	15	1	5	9	0	0
Exeter	20	1	3	14	2	0	21	3	4	13	1	0
Hammersmith	20	0	2	18	0	0	10	1	4	5	0	0
Peterborough	15	1	1	10	2	1	22	3	7	11	1	0
Saltley	38	5	13	18	2	0	35	4	11	17	3	0
Westminster	30	1	6	21	2	0	29	3	22	4	0	0
Winchester	12	2	3	7	0	0	6	3	3	0	0	0
York	28	2	3	20	1	2	22	1	10	10	1	0
Total	402	34	101	241	13	13	405	71	169	153	10	2

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division	Failed.
Bishop's Stortford	26	2	12	12	0	0	31	5	17	9	0	None.
Brighton	22	1	8	12	1	0	24	4	12	8	0	
Bristol	36	4	14	16	0	2	30	5	20	14	0	
Cheltenham	29	0	11	14	2	2	29	5	15	9	0	
Derby	23	2	7	13	1	0	19	7	8	4	0	
Durham	31	2	5	19	4	1	14	3	5	6	0	
Home and Colonial	91	25	39	26	0	1	48	19	25	4	0	
Lincoln	18	2	8	7	1	0	19	7	8	4	0	
Liverpool	39	7	13	19	0	0	29	8	16	5	0	
Norwich	21	3	8	10	0	0	19	5	10	4	0	
Ripon	36	4	12	16	3	1	25	8	8	9	0	
Salisbury	27	4	12	7	3	1	33	13	17	3	0	
Stockwell	45	12	11	20	1	1	46	26	19	1	0	
Truro	19	1	9	8	1	0	8	1	5	2	0	
Warrington	51	7	16	26	2	0	46	7	11	27	1	
Westminster	31	6	6	19	0	0	29	4	20	5	0	
Whitelands	54	13	24	16	1	0	53	21	26	6	0	
Total	599	95	215	269	20	9	511	148	242	129	1	

SCOTLAND.

MALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	33	4	15	8	0	6	25	10	13	2	0	0
Edinburgh (Episcopal Church)	8	1	4	3	0	0	4	2	1	1	0	0
Edinburgh (Free Church)	26	4	12	8	2	0	20	8	13	6	1	1
Glasgow (Church of Scotland)	24	4	15	5	0	0	24	6	15	3	0	0
Glasgow (Free Church)	21	1	6	13	0	1	23	5	16	2	0	0
Total	112	14	52	37	2	7	105	31	58	14	1	1

FEMALES.

NORMAL SCHOOL.	FIRST YEAR.						SECOND YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	26	3	6	11	1	1	27	7	17	3	0	0
Edinburgh (Free Church)	30	7	15	8	0	0	27	6	20	1	0	0
Glasgow (Church of Scotland)	25	2	11	12	0	0	20	4	12	4	0	0
Glasgow (Free Church)	31	6	13	8	0	4	21	5	11	5	0	0
Total	112	20	47	39	1	5	95	22	60	13	0	0

III. TEACHERS IN ELEMENTARY SCHOOLS.

SCHOOLMASTERS.

CHURCH OF ENGLAND.

First Division.

Bowker, Robert (D.)	Lancaster (St. Leonard's Gate) N. S.
*Randa, Walter G.	Bottesford, Brigg (Lincolnshire) N. S.

Second Division.

Bamforth, William	Wigan, St. Catherine's N. S.
Bartlett, George H.	Brighton, St. John's S.
Bates, Herbert	Bolney (Cuckfield, Sussex) N. S.
*Berry, William K.	Colet (Stepney, St. Thomas) N. S.
Hale, Samuel	Lambeth Parochial School.
*Hilton, George	Ditto.
Makins, Edmund	Sheffield Park, St. John's N. S.
*Wodehouse, Joseph	Lakenham, St. Mark's (Norwich) S.

Third Division.

Bassett, Joseph	Upholland near Wigan, Lord Crawford's C. E. S.
Bigg, Austen	Newington (Kent) N. S.
Brunt, Henry	Swinderby (Newark) N. S.
Butterworth, Richard	Packington, (Coventry) Earl of Aylesford's S.
Cave, Thomas W.	Lawton (Cheshire) Odd Rode Boys' S.
Chapman, Philip R.	Bexley N. S.
Dale, Arthur	Bethnal Green, St. Peter's N. S.
Day, William	Ewelme, Wallingford S.
Earl, Robert F.	Erton Junction, near Middlesboro Schools.
Ellis, Henry J.	Whitchurch (Salop) S.
Feast, Charles	Vauxhall, St. Peter's S.
Feessy, William H.	Hambledon, Henley-on-Thames S.
Garland, Thomas	Pimlico, St. Gabriel's S.
Greenfield, George	Golden Lane, St. Mary, Charterhouse S.
Griffiths, Samuel	Corngreaves (Birmingham) New British Iron Company's S.
Hatherell, Edward	Tormarton, near Chipping Sodbury, S.
Hinde, William	Winston, Darlington S.
Horton, John	Crewe N. S.
Newberry, John	Titchfield (Fareham) N. S.
Newman, John	Bethnal Green, St. Philip's N. S.
Osborne, Alfred	Wandsworth Road (Clapham) Commercial S.
*Parkinson, Arthur	Kennington Oval, St. Mark's S.
Price John	Harrow, Middlesex, S.
Priest, Edward	Hulme, (Manchester) St. Stephen's, Bradshaw Street S.
Probert, John	Upton, St. Mary's (Chester) N. S.
Roberts, William	Cwmavon (Oakwood) C. E. S.
Rooke, Edmund H.	Bloxwich (Walsall) N. S.
*Roscoe, Arthur L.	Preston, St. Paul's S.
*Smith, Charles	Great Yarmouth, St. Peter's S.
Stone, Owen	Sandford-on-Thames N. S.
Taylor, Albert	Doncaster, Christ Church S.
Townshend, Charles T.	Islington, St. Michael's S.
Windsor, Henry	Marylebone, (Nutford Place) St. Luke's N. S.
White, William	Clerkenwell, St. Paul's (Allen St., Goswell St.) N.S.
Whitteaker, Arthur	Hodnet, Market Drayton (Salop) N. S.
Wilson, Armstrong	Coldhurst, Holy Trinity S.
Wilson, Charles	Burton Constable, Bedale S.

FOURTH DIVISION.

Barr, John	North Moreton, Wallingford S.
Browne, Daniel	Woolwich, Royal Arsenal General S.
Buxton, William	Dore (Sheffield) Parochial S.
Carpenter, Henry	Offchurch, (Leamington) Countess of Aylesford's S.
Gibson, Richard	Muggleswick, Gateshead S.
Haffenden, James C.	Speldhurst (Tonbridge Wells) N. S.
*Hargreaves, John	Burnley, St. Peter's N. S.
Hayson, George	Spitalfields National and Parochial S.
Hopkins, George R.	Upper Arley (Bewdley) N. S.
Minns, Samuel	Croydon, St. James's S.
Myers, Henry	Firtree, Harperley, Darlington S.
Nield, George	Leigh (Staffordshire) Endowed S.
Ogden, Luther	Hulme, St. Mary C. E. S.
Olney, Benjamin	Bottisham, Cambridge S.
Ottaway, Charles E.	Kensal Green, St. John's S.
*Page, Alfred	Hallsville (Barking Road, Canning Town, Essex) N. S.
Roberts, Joseph	Northolt C. E. S.
Rushton, James	York, St. Cuthbert's N. S.
Skinner, Thomas	Turnham Green N. S.
*Stuttard, Hartley	Burnley Lane Head School.

BRITISH AND WESLEYAN.

SECOND DIVISION.

Brett, Albert	Andover B. S.
Bailey, Samuel	Brading (Ryde, Isle of Wight) B. S.
Potter, Ebenezer	South Islington and Pentonville B. S.
Wightman, William	Portland (Riding House Street) B. S.
Yates, John	Haslingden Grane (Manchester) Wes. S.

THIRD DIVISION.

*Beale, David	King's Stanley, Stonehouse (Gloucester) B. S.
Berlyn, Moses	Spitalfields, Bell Lane, Jews Free S.
Davies, David H.	Penmorfa, Rhyd Lewis (Cardigan) B. S.
Emsall, William	Manchester, Marshall Street B. S.
Few, Omega S.	Borough Road Model S.
Harris, Ephraim	Spitalfields, Bell Lane, Jews Free S.
Jenkins, Joseph	Ryde (Isle of Wight) B. S.
Nicholson, Thomas	Dutton, Penrith B. S.
Penna, Edward	Poplar and Blackwall Free S.
Rosterne, Thomas	Kendal Wes. Day S.
Webb, Enos	Tibberton (Gloucester) B. S.
Whiteley, George	Westminster Wes. Normal S. (Former Student.)

FOURTH DIVISION.

Davies, Thomas	Sketty, Swansea B. S.
Stockman, George	Bristol, Moravian S.
Williams, William L.	Bethel (Carnarvon) B. S.

ROMAN CATHOLIC.

FIRST DIVISION.

Delrue, Ronald	Glasgow, St. Andrew's, Greendyke St.

THIRD DIVISION.

Deery, John	Greenock, Cart's Dyke, St. Laurence
Donohue, Jeremiah	Glasgow, St. Mungo's.

NAVAL.

FOURTH DIVISION.

Elford, William	H.M.S. "Impregnable," Devonport.

CHURCH OF SCOTLAND.

First Division.

Borthwick, John	Cameron, Parochial S.
Christie, Andrew	Alford, Aberdeenshire, Parochial S.
Sturrock, David	New Pitsligo, Aberdeenshire, Parochial S.
Tindal, James J.	Aunchindoir (Lumsden) 2nd Parochial S.

Second Division.

Fairweather, James Y.	Cherrybank, Perth, Subscription S.
Kissach, James	Portsoy, Parochial and Grammar S.
**Lupton, Robert C.	New Luce, Glenluce, Parochial S.
**Miller, James	Glasgow, David Street, St. John's S.
Simpson, James	Blacklaw, Par. of Marnoch (Banff) Aberchirder S.
Soutter, Andrew	Auchterless, Turriff, Parochial S.
Trotter, Thomas	Arbuthnott, Fordown, Parochial S.

Third Division.

Bowie, Matthew	Hamilton, Orphan S.
Cameron, John	Lynn of Shenval (Glenlivat) Society's S.
Clark, John	Culroy, Maybole, Sessional S.
Dodds, John R.	Glasgow, Calton Main Street, St. Luke's Sessl. S.
Donald, Alexander	Muirkirk, Parochial S.
Eunson, John	Berriedale, Golspie, Caithness, G. A. S.
Forbes, John B.	Aberdeen, Rubislaw, S.
Greig, Alexander	Old Deer, Clochan Sides, S.
Hutchison, William B.	St. Vigean's, Colliston, Arbroath, Parochial S.
Ironside, George	Tyrie, Fraserburgh, Parochial S.
Jenkins, Walter	Glasgow, Blantyre Works, S.
Logan, Donald	Melvich, Thurso, G. A. S.
London, Jeremiah	Mauchline (Ayr) New Educational Institution.
McDonald, George	Raploch, Stirling, S.
McFarlane, John	Glasgow, C. of S. Normal School (Former Student).
McGregor, Daniel B.	Wishaw, Village of, Chapel S.
Melville, David	Cameron (St. Andrew's) Denhead Subscription S.
Murray, William	Peterhead, Union Industrial S.
Nisbet, Charles	Maryburgh, Blair Adam, Kinross, Church of Scotland S.
Paterson, George C.	Port Gower, Golspie, G. A. S.
Ross, David	Logie, Parkhill, Ross-shire, Easter, Parochial S.
Selkirk, Robert	Corrie, Arran, Brodich, Endowed S.
Silver, David	Portlethen, Devenick (Aberdeen) S.
Smith, John	Tornaveen, Kincardine O'Neil, Torphins, Parochial S.
Thomson, Robert	Aberdeen, Holburn Street, Ross, S.

FREE CHURCH (SCOTLAND).

Second Division.

Gibson, William	Glenferness (Parish of Ardclach) Village S.

Third Division.

Beaton David D.	Rafford the Burgie, Forres, S.
*Forbes, Andrew W.	Tarset, Hexham, B. S.
Melville, William	Birichen, Dornoch, F. C. S.
Wallace, Thomas	Enzie, Fochabers, F. C. S.

SCHOOLMISTRESSES.

CHURCH OF ENGLAND.

Second Division.

Arthur, Grace	Broughton (Bucks) C. E. S.
Bowles, Martha H.	Barton, St. David's, S.
Briggs, Eliza	Cann (Dorset) N. S.
Clarke, Catherine S.	Bayswater (Queen's Road, W.) Infant S.
Clough, Sarah E.	Salford, St. Stephen's, Infant S.
French, Emma	Bramshaw (Lyndhurst, Hants) Mixed S.
Hewett, Harriet D.	Old Radford, N. S.
Hinkin, Eleanor	Llandilofawr (Carmarthenshire) N. S.
Johns, Anne S.	Pimlico, St. Peter's, Infant S.
Joy, Catherine	Limehouse, St. Anne's, Infant S.
King, Edith A.	Oxton (Birkenhead) N. Infant S.
King, Martha E.	Warboys (Huntingdonshire) Female N. S
*Mason, Jane	Lower Crumpsall, S.
Mayne, Susannah	Lingwood (Norwich) S.
Must, Laura E.	Paddington, St. James's, Girls' S.
Norbury, Mary	Lindow (Manchester) Common Day B. S.
*Parker, Georgiana	Westminster, St. James's, N. S.
Peruzzi, Louisa M.	Wigton, Girls' N. S.
Reed, Mary Jane (D.)	West Metropolitan Jews' S.
Saltwell, Mary E.	Ditton, near Maidstone, Mixed S.
Turner, Miriam	Dunsford, near Exeter, N. S.
Waterman, Jane	Ospringe, near Faversham, S.

Third Division.

Ayres, Eleanor	Turnham Green, Christ Church Infant S.
Barlow, Isabella	Manchester, Oldham Road, St. Peter's S.
Bell, Sarah J.	Plymouth, St. Andrew's Infant S.
Burston, Isaet	Milverton, N. S.
Cliffe, Mary E.	Preston, St. Paul's, Infant S.
Condict, Martha	Luton, Christ Church (Beds) S.
Cundick, Caroline	Weymouth, St. John's S.
Ford, Caroline	Shedfield, Fareham (Hants) S.
Gainsley, Eliza	Great Gonerby, Grantham N. S.
Gill, Elizabeth	St. Ives (Cornwall) Girls' N. S.
Goodsell, Harriett	Clapham, Wandsworth-road, Commercial S.
*Grace, Sarah	Bermondsey, St. James's (Spa-road) Infant S.
Haigh, Hannah	Manchester, St. Alban's Girls' S.
Hall, Emma	Marylebone, Christ Church S.
Heller, Selina	Lambeth, Archbishop Tennison's S.
Higgins, Caroline	Leominster Infant S.
Hill, Louisa A.	Rothwell, near Leeds, N. Infant S.
Hunt, Elizabeth	Utkinton, near Tarporley (Cheshire) S.
Hyde, Mary	Ewell (Surrey) Infant S.
Ion, Mary E.	Abersychan, (Monmouth) Infant S.
Ivens, Elizabeth	Bramshaw, near Uttoxeter, N. S.
Joslyn, Fanny A.	Great Waltham (Chelmsford) S.
Kingdon, Eliza	Tiverton N. S
Knill, Jane J.	Rotherhithe, Christ Church Infant S.
Laver, Elizabeth	East Harnham (Salisbury) S.
Lawrance, Elizabeth	Leeming (Bedale) S.
Leggett, Elizabeth A.	Stockwell, St. Michael's (Ingleton-street) Infant
Lewis, Emma	Shenfield (Brentwood, Essex) S.
Makey, Eliza	Dover, Holy Trinity Infant S.
Marshall, Sophia	Swanley, St. Paul's (Dartford) S.
Morris, Mary M.	Halkyn (Holywell) C. E. S.
Nicholls, Celia	Handley (Chester) C. E. S.
Nicoll, Eliza	Harwell N. S.
North, Elizabeth	Oldham, St. Thomas's (Leesfield) S.
Owens, Emily	Birmingham, Holliday-street S.
Parkinson, Margaret	Westgate Common (Wakefield) Girls' S.
Pascoe, Ellen	Truro, St. Mary's S.
Pashley, Sarah A.	Higham-on-the-Hill (Hinckley) N. S.
Pear, Louisa	Bengeworth (Evesham) Infant S.
Perkins, Fanny	Chiswick Infant S.
Piper, Eliza	Vernham Dean, Gillam's S.
Powell, Elizabeth	Hereford, St. Nicholas' S.

Reed, Harriet I.	Westminster, St. Luke's (Berwick St.) Mixed S.
Roberts, Eliza	Hull, St. Mary's (Salthouse Lane) Mixed S.
Rose, Sarah A.	Stoke (Stoke Green, Coventry) S.
Savage, Fanny	Grays, Romford, N. S.
Spratt, Mary L.	Marylebone, Trinity District Infant S.
Stevenson, Lucy A.	Selby, Abbey Church Infant S.
Sutcliffe, Martha	Liverpool, Everton, St. Augustine's S.
Tarran, Annie	Canterbury (Broad Street) Model S.
Taylor, Betsey	Dunham Massey, St. Margaret's (Altrincham) S.
Taylor, Esther A.	Landport, St. Luke's (Portsea) N. S.
Unsworth, Mary J.	Hagley (Stourbridge) Infant S.
Wainwright, Annie	Whitegate, near Northwich, N. S.
Woram, Susan	Colyton, C. E. S.
Wrenn, Mary A.	Billington, Leighton Buzzard, N. S.
Young, Emily	Upwood (Huntingdon) Mixed S.

FOURTH DIVISION.

Bradshaw, Sarah	East Acton (Middlesex) S.
Crees, Elizabeth	Pimlico, St. Gabriel's S.
Davis, Catherine	Birkenhead, St. Mary's Infant S.
Garrett, Kathreen	Callington (Cornwall) N. S.
Massey, Ellen	Dukinfield, St. John's (Ashton-under-Lyne) Inf. S.
Reynolds, Harriet	Shidfield, Fareham (Hants) S.
Rowland, Jane	Crowhurst, near East Grinstead, S.
Smith, Emma E.	Welbury, Northallerton, N. S.
Williams, Charlotte	Greetham, near Oakham, C. E. Infant S.

BRITISH AND WESLEYAN.

SECOND DIVISION.

*Lyon, Sophia	West Metropolitan Jews S.

THIRD DIVISION.

Lee, Annie	Bradford, Boro' West, S.
Mogford, Meneen F.	Walsall (Staffordshire) Wes. S.
Shaw, Sarah E.	Halifax, Orange Street Wes. S.
Watson, Susannah	Covent Garden, Russell St., Crown Court, Scotch S.

FOURTH DIVISION.

Fruen, Elizabeth	Downton (Salisbury) B. S.
Nichols, Ellen	Leicester, Hill Street B. S.

ROMAN CATHOLIC.

FIRST DIVISION.

Dawson, Teresa	Hull, St. Joseph's (Anlaby Road)

SECOND DIVISION.

Graham, Charlotte	Worcester, St. George's (Sansome Place)
Ibison, Marianne	Sheffield, St. Williams
Laing, Lucy	Liverpool, St. Fr. Xavier's, Haigh Street (Upper Infant's)

THIRD DIVISION.

Burke, Mary	Dufour's Place, St. Edward's
Christian Elizabeth	Birkenhead, St. Werburga's
Curran, Mary	Glasgow, Calton St. Mary's
Doyle, Margaret	Kingsland, St. Joseph's
Fisher, Mary F.	Perth, St. John's
Fitzgerald, Mary A.	Little Howland Street, St. Charles's
McQuillan, Margaret	Worcester, St. George's (Sansome Street)
Parker, Teresa	Glasgow, St. Mungo's (Stanhope Street)
Potts, Mary	Perth, St. John's
Redshaw, Amelia	Liverpool, St. Fr. Xavier's, Haigh Street
Rosser, Ann	Loughborough (Leicester) St. Mary's
Sexton, Mary	Wolverhampton, St. George's & St. Patrick's

FOURTH DIVISION.

Cooper, Mary	Burnley, St. Mary's.
Kelly, Mary	Grantham, Mount Pleasant, St. Mary's.

CHURCH OF SCOTLAND.

FIRST DIVISION.

Mackillop, Maggie	Glasgow, Highland Society's S.

SECOND DIVISION.

Duncan, Christian	Old Deer, Mintlaw Girls' S.
Lewins, Eliza	Aberdeen, Dr. Bell's S.
*McDonald, Jane	Edinburgh, Canongate Sessional S.
McKinlay, Mary	Miss Reid's (69, Causeway side, Edinburgh) S.
Starke, Jessie E.	Edinburgh, C. of S. Normal S. (Former Student)
Stewart, Elizabeth	Glasgow, Gorbal's Youth's S.

THIRD DIVISION.

Connal, Jane	Kilbirnie, Beith, Ayrshire Parochial S.
Goldsman, Helen O.	Monquhitter, by Turriff, F.C.S.

FOURTH DIVISION.

Robertson, Margaret	Aberdeen, Holburn Street, Ross S.

SCOTTISH EPISCOPAL CHURCH.

THIRD DIVISION.

Archibald, Elizabeth H.	New Pitsligo (Aberdeen) St. John's Episc. Girls' S.
Barrett, Ann	Cally, Gatehouse Episcopal S.

FREE CHURCH (SCOTLAND).

SECOND DIVISION.

Binning, Maggie	Glasgow, F. C. Normal S. (Former Student)

DECEMBER, 1866.

Syllabus for Male Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 10th of December, 1866.

Syllabus of Subjects on which Students in Normal Schools will be examined.

Acting Teachers attending the same examination may, at their option, take the papers of the first or second Year. In the former they will find plain and simple questions specially noted for them, with directions that they need attempt nothing further.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade.

SCALE OF MARKS.

	First Year.		Second Year	
	‡		‡	Acting Teachers / Students
	Fourth Division - 300 Third „ - 350 Second „ - 525 First „ - 675		Fourth Division 300 Third „ - 350 Second „ - 525 First „ - 675	350 425 600 750
	Good †	Failure	Good †	Failure
Religious Knowledge { The Bible - - - -	60 } 100	*	60 } 100	*
Religious Knowledge { Liturgy and Church History	40 }	0	40 }	0
Arithmetic (and Algebra in 2nd Year) - - -	90	*	90	*
Grammar - } - - - - - - - -	40	0	40	0
Composition } - - - - - - - -	60	*	60	*
School Management - - - - - - -	60	*	60	*
Reading - - - - - - - -	80	*	80	*
Spelling - - - - - - - - -	0	*	0	*
Penmanship - - - - - - - -	60	*	60	*
Report on Class Teaching (*in the case of Students*) -	—§	—§	100	*
History - - - - - - - - -	50	0	50	0
Geography - - - - - - - -	50	0	50	0
Geometry - - - - - - - -	60	0	60	0
Economy - - - - - - - -	50	0	50	0
Music - - - - - - - - -	50	0	50	0
Drawing - - - - - - - - -	50	0	50	0

‡ The minimum Number of Marks required. Candidates (whether Students or Acting Teachers) who are placed by examination in the *fourth division*, receive their first certificates in the *lower grade* of the fourth class, and are not recognised for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination or good service.—Article 131 of the Revised Code.

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

§ *Students* seeking to pass under Article 99 must teach before the Inspector; and, *in the case of such students*, the minimum number of marks for each division is the same as for the second year.

THE HOLY SCRIPTURES.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The History, Chronology, and Geography of the Bible.
2. More particularly (*December* 1866) the text of St. John's Gospel.

*The Catechism and Liturgy.**

In schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The text.
2. The scriptural authorities.

Reading, and Repetition from Memory.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 300 lines of poetry, some of which he will be called upon to repeat.

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* The examination in the Liturgy is limited to the Morning and Evening Services and the Litany. In Scotland the questions are confined to the Shorter Catechism.

Penmanship.†

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination papers.

Arithmetic.

1. To work sums both mentally and on paper.
2. To prove the rules.
3. To form the figures well, and arrange them accurately.

School Management. ‡

1. To answer questions on the expedients of instruction in reading, spelling, writing, and other elementary subjects.
2. To draw up time tables for use in a school under given circumstances.
3. To answer questions on the form of, mode of keeping, and making Returns from, School Registers. (*Students* of the first year's, who are proceeding to a second year's, residence, may omit *this part* of the paper.)

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† Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

‡ Passages taken from the Reading Lesson Books commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

Grammar and Composition.

1. The elements of grammar, including questions on Latin Accidence.
2. To parse a passage from Dryden's translation of *Æneid*, Book II., *or* from Wordsworth's "*Excursion*," Book II., (*December* 1866).§
3. To convert a passage from the Book selected (1866) into the order of prose, and to paraphrase parts of it.
4. To write plain prose upon a given subject.

Geography.

1. To be able to describe‖ and ¶ draw the map of the four quarters of the globe, and the map of each country in Europe (that of Great Britain in fuller detail.)
2. To answer questions on the physical, political, and commercial geography of *one* quarter of the globe. In December 1866, *Asia.*

History.

The outlines of the History of England.

The paper will contain questions in Scottish History previous to the union of the Crowns; and candidates in Scotland may confine themselves to those questions for the period which they embrace.

Euclid.

The first two books, with simple deductions from the propositions.

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§ A passage from each author will be given; *either* (not both) may be taken by the candidate. The work selected should be carefully read through in short portions, *in illustration of the English Grammar used.*

‖ The term "describe" is confined to *words*, as distinguished from *drawing.*

¶ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given, in order to obtain *full* credit for the exercise.

Economy.

Elementary questions in sanitary, and other practical science of common application, and in political economy. The 4th Book in the Reading Series of the Christian Knowledge Society, and in that of the Irish Commissioners, contain matter on which these questions will be founded. Similar matter may be found in other Reading Lessons published for Schools.

*Vocal Music.**

1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.
2. To write down, in correct time, short and simple passages played in the presence of the candidate.

Drawing.

[*N.B.*—This exercise does *not* form part of the *December* examination. Annual examinations, *in drawing only*, are held at each of the *normal schools* under inspection some time in November, and (with the exception noted below) at the various *local drawing schools* in connexion with the Department of Science and Art at times to be learnt from the masters of those schools. The value of the exercises is marked, and the marks carried to each candidate's total, for a certificate.]

All or any of the following exercises, for which the candidate may not have been registered as successful by the Department of Science and Art since the 24th of February 1857:—

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.

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* This *paper* is not given to any candidate who does not produce a certificate signed by the principal of the normal school *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

5. Delineation of large letters, numbers, diagrams, and other objects on the Black Board. [*This exercise, No.* 5, *can be performed only at a Normal School, as part of the November Examination.* Acting Teachers, *who wish to perform it, must attend one of those examinations.* Students, *who wish to perform it, must do so either before* the Art Inspector *in November of their* first *year or before* Her Majesty's Inspector *(as part of their class teaching) in their* second *year. Students* cannot *perform it in* November *of their* second *year before the Art Inspector.*]

Second Year. †

The Holy Scriptures.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The Acts of the Apostles.
2. The Epistle to the Romans (*December* 1866).

Church Liturgy and History.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination of British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

In England, *The Book of Common Prayer: its history, language, and contents.*

In Scotland, *The Shorter Catechism*, as in the first year, but with additional questions having especial reference to proofs, and with no value for papers marked below *Fair.*

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† In the course of this year, *Students* have to teach a class in the presence of the Inspector. Minutes 1854–5, p. 64; 1855–6, p. 46.

Reading and Repetition from Memory.

Candidates will be expected to shew improvement in the higher qualities of Reading, such as expression, modulation of voice, and the correct delivery of long, or involved, sentences. Each *student* must have learned at least 300 lines of poetry, or 200 lines of prose, in addition to what he has learned in the first year, and will be called upon to repeat some part.

Penmanship.

(As in First Year, but defects more severely visited with loss of marks. See note † in page 124.)

Arithmetic.

1. As in First Year, but defects in method and neatness more severely visited with loss of marks.
2. Questions which involve the solution of simple and quadratic equations.

*School Management.**

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making Returns from, School Registers.
3. Questions of moral discipline.

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* Passages taken from the Reading Lesson Books commonly used in Schools will be given in the papers on all subjects which admit of it, and the candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

*Grammar and Composition.***

1. To paraphrase (*December* 1866) a passage from Milton's "*Paradise Lost*," Book XI., *or* from Shakespeare's "*Richard II.*"†
2. To analyse the same passage.‡
3. To answer questions on the style and subject-matter of the work chosen for paraphrase and analysis.
4. To write plain prose upon a given subject.

Geography.

1. Physical,
2. Political, } of the British Empire.
3. Commercial,
4. Elementary propositions in Geography, which depend upon Astronomy for explanation.§

** *Instead of* (1) *and* (2), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin prose (Cæsar) into English prose. 2. Parsing and syntax of the same passage. 3. The translation of short English sentences into Latin prose. *Instead of* (3), candidates from Scotland (only) *have the option* of an exercise in Latin confined to—1. The translation of an easy passage of Latin verse (Virgil) into English prose. 2. Parsing and syntax of the same passage.

† A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

‡ This subject may be studied in "The Analysis of Sentences explained and simplified," Longman, London; or in many of the recently published grammars.

§ This subject may be studied in selected chapters from Sir J. Herschel's Treatise on Astronomy, in Lardner's Cabinet Cyclopædia (Longman), or from Arago's Popular Astronomy, translated by Rev. E. Tomlinson (Routledge). There are many other manuals, and most of the Text Books of Geography contain a chapter upon the same subject.

History.

Questions such as can be answered from a perusal of any one of the standard Histories of England (Hume, Lingard, Pictorial, &c.) The paper will be divided into six sections, each section containing not less than five questions. The sections will include (1) the death of HenryIII., (2) Battle of Bosworth, (3) death of Queen Elizabeth, (4) 1660, (5) 1789, (6) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to master *some specific part of* the first year's reading.

The paper will contain questions on Scottish History.

Euclid.

Books i.—iv., with simple deductions from the propositions.

Economy.

(As in First Year, but no value for papers marked below *Fair.*)

Vocal Music.‖

(As in First Year, but no value for papers marked below Fair.)

Drawing.

(As in First Year. See as to exercise No. 5.)

‖ This *paper* will not be given to any candidate who does not produce a certificate signed by the principal *that "he has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes."* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

DECEMBER, 1866.

Syllabus for Female Candidates.

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

The Examination for Certificates will commence on the 10th of December, 1866.

Syllabus of Subjects on which Students in Normal Schools will be examined.

Acting Teachers attending the same examination may, at their option, take the papers of the first or second Year. In the former they will find plain and simple questions specially noted for them, with directions that they need attempt nothing further. Teachers of Infants will find questions specially bearing on the Teaching of Infants.

The relative proficiency (*division*) of the candidates according to examination, and whether they take the papers of the first or second year, is recorded in their certificates; but all certificates granted under article 67 of the Revised Code are of the same class (fourth), with an upper and lower grade

SCALE OF MARKS.

	First Year.		Second Year			
					Acting Teachers	Students
	Fourth Division - ‡ 300		Fourth Division ‡		300	350
	Third " - 350		Third " -		350	425
	Second " - 525		Second " -		525	600
	First " - 675		First " -		675	750
	Good †	Failure	Good †		Failure	
Religious Knowledge { The Bible -	80 } 120	*	80 } 120		*	
Religious Knowledge { Liturgy -	40 }	0	40 }		0	
Arithmetic	90	*	90		*	
Grammar } Composition }	40	0	40		0	
Grammar } Composition }	50	*	50		*	
School Management	60	*	60		*	
Reading	80	*	80		*	
Spelling	0	*	0		*	
Penmanship	60	*	60		*	
Report on Class Teaching (*in the case of Students*)	—§	—§	100		*	
History	40	0	40		0	
Geography	40	0	40		0	
Sewing and Cutting out	80	0	80		0	
Domestic Economy	60	0	60		0	
Music	40	0	40		0	
Drawing	40	0	40		0	

‡ The minimum Number of Marks required. Candidates (whether Students or Acting Teachers) who are placed by examination in the *fourth division*, receive their first certificates in the *lower grade* of the fourth class, and are not recognized for the superintendence of pupil-teachers until they have risen to a higher certificate either by re-examination or good service.—Article 131 of the Revised Code.

† "Excellent" is in every case 25 per cent. above "Good." Between "Good" and "Failure" are the grades of "Fair," "Moderate," and "Imperfect," (with numerical values).

* Excludes Candidates from a Certificate, and cancels all claims arising out of any previous examination.

§ *Students* seeking to pass under Article 99 must teach before the Inspector; and, *in the case of such students*, the [illegible] for each division in the same as for the second year.

The Holy Scriptures.

First Year.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. Outlines of Old Testament History to the Death of David.
2. One gospel:—*St. Luke* for 1866.
3. The Acts of the Apostles to the end of chap. xii.

Second Year.

1. Outlines of Old Testament history from the death of David, and the chief prophecies relating to our Lord.
2. The Gospel appointed for the first year.
3. The Acts of the Apostles.
4. The Epistle to the Hebrews, and one of the shorter Epistles (*for* 1866 *General Epistle of James*).

Catechism and Liturgy.*

First Year.

In Schools connected with the Established Churches of England and Scotland, and with the Free and Episcopal Churches in Scotland. This subject does not enter into the Examination in British and Foreign, Wesleyan, Roman Catholic, or Jewish Schools.

1. The Catechism with Scriptural illustrations. The answers to be prepared in the form of lessons to girls between 10 and 13 years old.
2. The order and contents of the Daily Service.

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* For the Presbyterian colleges of Scotland, the questions are confined to the Shorter Catechism.

Second Year.

1. The Catechism as in the first year.
2 The history and contents of the Prayer-book. †

Penmanship.

First Year.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. The general character of the writing in the Examination Papers.

Second Year.

(As in First Year; but defects more severely visited with loss of marks.)

Note.—Writing, as taught in schools, is apt to be too small and indistinct. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which makes the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use. Pupils should be taught rather to imitate broad printing than fine engraving.

Grammar and Composition.

First Year.

1. Parsing and Analysis of simple sentences.

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† In the Presbyterian colleges of Scotland, instead of this part of the paper, a section of additional questions will be given on the Shorter Catechism, having especial reference to its proofs, and no value will be allowed for the exercise if marked below *Fair*.

2. An explanation in clear and simple language of a passage from Cowper or Goldsmith.

The examples for these exercises will be taken in 1866 from the *fifth* book of *Cowper's Task*, or from *Goldsmith's Traveller and Deserted Village (together)*. Either author, not both, may be selected by candidates.

3. To write plain prose upon a given subject.

Second Year.

1. Parsing and analysis of sentences.
2. An explanation in clear and simple language of a passage from Wordsworth or Milton.

The examples for these exercises will be taken in 1866 from the *first* book of *Paradise Lost* and from the *first* book of *Wordsworth's Excursion*. Either author, not both, may be selected by candidates.

3. To write plain prose upon a given subject.

Reading, and Repetition from Memory.

First Year.

To read a passage in prose, and another in verse, with a distinct utterance, due attention to the punctuation, and just expression. Each *student* must have learned at least 200 lines of poetry, some of which she will be called upon to repeat.

Second Year.

Candidates will be expected to shew improvement in the higher qualities of Reading, such as expression, modulation of voice, and the correct delivery of long, or involved, sentences. Each *student* must have learned at least 200 lines of poetry, in addition to what she has learned in the first year, and will be called upon to repeat some part.

School Management.*

First Year.

1. The methods and principles of elementary teaching.
2. Notes of Lessons.
3. To answer questions on the form of, mode of keeping, and making Returns from, School Registers. (*Students* of the first year's, who are proceeding to a second year's, residence, may omit *this part* of the paper.)
4. Special subjects for candidates who, coming from, or being about to take, Infant Schools, desire to obtain special certificates as Teachers of Infants:—
   - *a.* Method of Teaching Infants, and of conducting an Infant School.
   - *b.* Notes of Object Lessons;—such as common domestic processes; functions of the human body; common plants, animals, and minerals—their appearance and use.

Second Year.

1. To teach a class in the presence o the inspector.
2. To answer questions in writing on the following subjects:—
   - *a.* The different methods of organizing an elementary school.
   - *b.* The form of, the mode of keeping, and of making returns from, school registers.
3. Questions of moral discipline.

Note.—Only a per-centage of the marks for these exercises will be given in the case of those students (of the second year) who do not present a certificate, signed by the mistress of the practising school or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the superintendent of the Normal School, stating that they are satisfied with the aptitude and proficiency of the candidates as practical teachers.

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* Passages taken from the Reading Lesson Books commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to shew how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

English History.†

First Year.

Elementary facts and general outline to the accession of the Tudors.

Second Year.

Elementary facts and general outline from the accession of the Tudors to the present time.
The papers will contain questions on the history of Scotland.

Geography.†

First Year.

1. Elementary knowledge of the shape, size, and motions of the Earth, and of the distribution of land and water upon its surface.
2. The physical and political geography of Great Britain and Ireland.
3. Map drawing, confined to this subject.

Second Year.

1. The British Empire and its dependencies.
2. The physical and political geography of Europe.
3. Map drawing, confined to these subjects.

† No questions will be set except such as can be answered from text books in common use.

Domestic Economy.

First Year.

1. Clothing.
2. Food.
3. Cooking.
4. Laundry.

Second Year.

1. Duties of Servants.
2. Household expenses, and investment of money.
3. Practical rules for the preservation of health.

One paper will be set for both years.

Note.—Only a per-centage of the marks for this paper will be given in the case of those students (of both years) who do not present a certificate signed by the superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.

Sewing and Cutting out.

The exercises in needlework will be the same for both years, and will include cutting out.

Arithmetic.

First Year.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Simple proportion.
4. Vulgar Fractions.
5. Decimal Fractions.
6. An exercise in Mental Arithmetic.

The figures must be well formed and accurately arranged.

PAPERS given to CANDIDATES in the EXAMINATION for SCIENCE CERTIFICATES, held at South Kensington, Dublin, Edinburgh, and Manchester, November 1865.

Except where otherwise specified, three hours were allowed for each paper.

SUBJECT I.—PRACTICAL PLANE AND SOLID GEOMETRY.

Examiner, Professor BRADLEY.

PLANE GEOMETRY.—1st PAPER.

The constructions must be accurate and purely geometrical; all lines required in them must remain on the paper, and such explanation in words or symbols added as will make the principles employed distinct. No calculation or solutions by trial are permitted.

The candidate may use a "set square" or a protractor, to draw lines at right angles; and a triangle and plain ruler to draw parallels, without making constructions for either purpose.

No candidate to make more than six constructions from this paper.

1. Construct an irregular polygon ABC . . . . HA of eight sides from the following data: (10.)

Sides.		Diagonals.		Angles.	
AB	2·5 inches.	AC	3·791 inches.	ABC	125°
BC	1·75 „	AD	4·644 „	BCD	145°
CD	1·61 „	AE	3·55 „	CDE	90°
DE	1·61 „	BE	3·12 „	DEF	151°
EF	·95 „	BG	2·4 „	EFG	140°
FG	1·27 „	BF	2·96 „	BAH	90°
GH	·83 „			EHA	119°
HA	2·0 „				

The candidate will observe that more is given than is necessary; this is done to enable him to verify the construction.

2. Construct a triangle from any two of the following conditions:—
   a. Equilateral, its *area* 6·25 square inches. (5.)
   b. Its sides as 2·5, 1·45, 2·19, and its area 6·25 inches. (5.)
   c. Its sides as 3 : 4 : 5; its *perimeter* 13 inches. (3.)
   d. Its base 5 inches, its altitude 2·5 inches, and its vertical angle 85°. (4.)
   e. Its perimeter 13 inches, two sides equal, and its vertical angle 50°. (5.)
3. Construct a triangle from either of the following conditions:—
   a. One side 2·5 inches, one angle 66°, and the radius of its circumscribing circle 1·5 inches. (3.)
   b. Two angles 60°, and 70°, the radius of its inscribed circle 1 inch. (3.)

4. A parallelogram has its sides 2 and 3 inches and the included angle 50°; construct a triangle equal to it both in area and perimeter. (8.)
5. Construct a regular pentagon having its *diagonal* 3 inches. (Neither the angle at the centre nor that of the polygon to be employed.) (6.)
6. Construct a square equal to this pentagon in area. (6.)
7. Construct a regular pentagon of 6 inches area. (8.)
8. Construct either of the following scales :—
   a. Of $\frac{1}{48}$, to show feet and inches. (5.)
   b. Of $\frac{1}{3960}$, to show poles and chains (1 chain = 22 yards). (7.)
   (These scales to be drawn sufficiently long to measure 50 feet and 1 furlong : the inches in the first, and the yards in the second, must be shown by diagonal division.)

PLANE GEOMETRY.—2ND PAPER.

The constructions must be accurate, and strictly geometrical; all lines required in them must remain on the paper, and such explanation in words or symbols as will make the principles employed distinct. No calculation or solutions by trial are permitted.

The candidate may use a "set square" or a protractor, to draw lines at right angles, and a triangle and plain ruler to draw parallels, without making constructions for either purpose.

No candidate to answer more than five questions from this paper.

1. Divide a line A B 36 inches long in the point C.
   1. So that the rectangle AC, BC may be 2 inches in area. (5.)
   2. So that $\frac{AC}{BC} = \frac{\sqrt{3}}{\sqrt{5}}$ (Obs. $\frac{\sqrt{3}}{\sqrt{5}}$ must be constructed, not calculated). (6.)
   3. To be divided in D so that AD BD may be 5 inches in area. (5.)
   4. Internally in C and externally in D, so that AD BC = AC BD, and AB BD = 5 square inches. (7.)
      (No candidate to construct more than two of these cases.)
2. In a given square of 2·25 inches side, inscribe a square having its *area* to that of the given one as 3 : 5. (8.)
3. Inscribe a square in a triangle of 3, 2·5, 3·5 inches sides. (Two corners of the square must be on one side of the triangle.) (8.)
4. Through a point ·25 inch from one corner of and in the side of a square of 2 inches side, draw a line to divide the square into two areas in the ratio 2 : 3. (8.)
5. Two lines meet in a point P and contain an angle of 30°, two points, A B, in one of these are at 1·5 and 3 inches from P; describe a circle to pass through A B and to touch the other line. (5.)
6. Two circles of 1·2 and 1·8 inches radii touch each other externally; describe a circle to touch both and contain them within it, and to pass through a point P 3 inches from the centres of the two circles. (6.)

7. A straight line is 4 inches from the centre of a circle of 3 inches radius, determine the *curve* line which, lying between the two, shall have every point of it equidistant from the straight line and the circle. (10.)
8. Two points are 3 inches apart; draw the curve, the sum of the distances of every point of which from the given points is 4 inches. (7.)

SOLID GEOMETRY.—1st Paper.

The constructions must be accurate and neatly drawn.

The *elevations* directed must be placed on the paper in their right positions with respect to the corresponding *plans*, so that the plan and elevation of the same point must lie in one line at right angles to the "ground line;" each such point must have the notation, as p, p^1, affixed to the plan and elevation.

In the projections of the solids the edges which would be concealed by the solid must be shown in dotted lines.

Only five figures to be done by the candidate, a plan and elevation being considered one.

1. A prism 4 inches long, with an equilateral triangle of 2·5 inches side for its base, passes through the middle of a hexagonal block 1 inch thick; side of hexagon 2·5 inches, the prism projecting 1·5 inches from each face of the block, the long edges of the prism lying in the same planes with three alternate short edges of the block. Represent this solid by a plan and elevation in one only of the following positions:—
   a. When standing on one end of the prism, the ground line of the elevation making angles of 10° and 110° with the plans of the horizontal edges of the block. (5.)
   b. When inclined to the paper so that the solid rests on one edge of the base of the prism, and on one corner of the block. (10.)
   c. When so inclined that it rests on one edge of the block and one corner of the base of the prism. (10.)
2. Draw the true form of the section of this solid by a plane containing one edge of the base and the opposite corner at the other end of the prism. (8.)
3. Show a plan and elevation of the block only, when the planes of the hexagonal faces are inclined to the paper at 40°, and one edge of a face inclined at 20°. (10.)
4. Show a plan and elevation of the prism only, when one corner of one end is vertically over any point of the opposite edge of the other end. (7.)
5. A sphere of 1·25 inches radius lies at the bottom of a hemisphere (of no thickness) resting on the paper; determine the shadow of the sphere on the concave surface of the hemisphere, the parallel rays of light being inclined to the paper 23°. (20.)
6. Supposing the sphere removed, determine the shadow of the edge of the hemisphere on its concave surface, the inclination of the light being 50°. (15.)
   (The outlines of the shadows in these two questions are the intersections of cylinders with spheres.)

7. Draw the *perspective* projection of either the block or prism of the first question in any position at pleasure. (10.)
8. Draw the perspective projection of the whole solid, under any conditions, provided the "point of sight" or vertex of projection is not less than 9 inches from the plane of the picture. (15.)

SOLID GEOMETRY.—2ND PAPER.

The constructions must be accurate and neatly drawn.

The *elevations* directed must be placed on the paper in their right positions with respect to the corresponding *plans*, so that the plan and elevation of the same point must lie in one line at right angles to the "ground line," each such point must have the notation, as p, p^1, affixed to the plan and elevation.

Only five figures to be done by the candidate, a plan and elevation being considered one.

1. *a b*, two inches apart, are the *plans* of two points, of which A is 1·7, B 3· inches above the paper; what is the length, and inclination to the paper, of the line A B? (6.)
2. Draw the *plan* of a line 3 inches long when inclined at 40°, and an elevation of it on any vertical plane not parallel to the line. (6.)
3. Three or more indefinite equidistant horizontal lines lie in a plane, determine its inclination—
   1. When the *plans* of the lines are ·4 inch apart and they differ in level by 1 inch. (6.)
   2. When the plans being ·4 inch apart the lines are 1·5 inches apart in the plane. (6.)
4. The plans *a b c* of three points form an equilateral triangle of 2·25 inches side, the point A is 1, B 1·75, C 3 inches above the paper; determine the plane containing these points by means of four or five horizontal equidistant parallel lines in it, differing in level by ·5 inch. (6.)
5. Determine the true form of this triangle A B C, either—
   1. By finding the real length of each of its sides. (6.)
   2. By bringing its plane horizontal, by turning it round on any horizontal line in it. (8.)
6. Draw the plans of two lines 3 inches long and at right angles when one is inclined at 25° and the other at 40°. (10.)
7. Determine by three or more horizontal lines (as in question 3) the plane which containing one of these lines is perpendicular to the other. (10.)
8. Determine two parallel planes 3 inches apart, but inclined to the paper 50°. (7.)
9. The plans *a b*, *a c*, *a d*, of three indefinite lines meet in a point, the angle *b a c* is 100°, *c a d* is 140°; supposing the line A B to be inclined to the paper 30°, at what angles must the other two be inclined so that each line is perpendicular to the other two? (like the three edges of a cube meeting in one corner). (15.)
10. Each of three indefinite planes is perpendicular to the other two (like the three faces of a cube); two of the planes are inclined to the paper at 50° and 70°; at what angle is the third plane inclined? The planes are to be shown by two horizontal lines at least at the same levels respectively in each. (20.)

UBJECT II.—MECHANICAL AND MACHINE DRAWING.

Examiner, Professor BRADLEY.

This paper, with the following directions, was sent to the candidates be worked by them at home; 5 days were allowed for it.

DIRECTIONS for DRAWINGS WORKED at CANDIDATES' HOMES.

Fill up carefully the slip attached to the drawing paper sent to you.
Write the number of the questions which you attempt above the solutions.
The number of questions you are permitted to attempt in each section is ecified on the paper.
If you require more paper than the sheet sent to you you are at liberty use it, but your number only (*not your name*) *must be written on it.*
On your drawings you must certify, on your honour, that they have been one wholly by you, and without assistance from any person.
The drawings must be addressed—

To the "Secretary," or the "Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

nd be posted in time for the London Mail on

N.B.—They need not be prepaid.

The candidate is to make one or more drawings from the following subjects; all he draws must be neat and accurate, and comply with the conditions as to subject and scale; the cylindrical parts to be slightly shaded, but he is to exercise his own judgment as to other tinting.

Unfinished sketches (to a scale of $\frac{1}{12}$) of the parts, detached, of Caird's self-acting slotting or paring machine. All these parts to be drawn by the candidate in their right places, so that the action of the machine may be distinctly shown.

Drawing I.

The plan, front and side elevations, in each of which all the parts visible to be shown in their places (scale $\frac{1}{10}$).

Drawing II.

The side elevation and the back of the machine, to show the cones, fly-wheel A, pinion at P (not given in the sketches), ratchet wheel, levers L, and paul. The table in plan, two elevations, and a section (scale $\frac{1}{4}$).

Drawing III.

A section, from front to rear, of the whole machine, to show the spindles, cannon-axles, &c. (scale $\frac{1}{10}$), with detached figures of the details, especially of the table, which are not sufficiently shown in the other drawing.

Drawing IV.

A skeleton outline of the centre lines of all the moving parts:

1. In any one position at pleasure.
2. In some other position, to be shown in red, if on the same figure, the end of the crank rod being fixed at a different distance from

the centre of the disc wheel, thus altering the throw or feed of the tool.

Each of these drawings is considered of the same value; accuracy, finish, and knowledge of mechanical combinations will be more valued than number of subjects. The candidate may put the subjects of two drawings on one sheet of paper if more convenient to him.

MECHANICAL AND MACHINE DRAWING.—2ND PAPER.

Worked at South Kensington, Dublin, Edinburgh, and Manchester.

The drawings made of the following subjects may be left in pencil. No detail, not necessary to the action, need be shown, but what is given must be workmanlike, and the figures must be to such a scale as to make them distinct.

Only three drawings to be made and two questions illustrated by sketches answered in writing, from this paper.

1. Show any arrangement for producing an alternating rectilinear motion from a continuous circular one. (5.)
2. Draw a steel-yard weighing machine as used at stations for weighing luggage (scale about $\frac{1}{4}$). (12.)
3. Draw the end of a crank rod of an engine, the pin being six inches diameter (scale $\frac{1}{3}$). (5.)
4. Draw a coupling for a shaft moving with moderate velocity, admitting of being thrown in and out of gear without stopping the motion (scale $\frac{1}{3}$). (6.)
5. Draw in outline the principle of any parallel motion for a marine engine. (4.)
6. Draw a screw-jack for raising heavy weights (scale about $\frac{1}{5}$). (10.)
7. Why are different metals employed for all parts of machinery that slide or rub on one another? (3.)
8. If pinions of bell metal or iron gear with wheels with iron or beech-wood cogs, which wears fastest?
9. What is the use of a fly-wheel in machinery? and why is one especially necessary when there is a crank and crank rod? and what answers the purpose of the fly-wheel in a locomotive? (5.)
10. Define briefly (illustrating by sketches if necessary) a few of the following terms in mechanism:—Jib and cotter, brasses, key and key-way, collar, bush, washer, arbor, axle, spindle, drum, spanner.

MECHANICAL AND MACHINE DRAWING.—3RD PAPER.

Worked at South Kensington, Dublin, Edinburgh, and Manchester.

The drawings made of the following subjects may be left in pencil. No detail, not necessary to the action, need be shown, but what is given must be workmanlike, and the figures must be to such a scale as to make them distinct.

Only four drawings to be made from this paper.

1. Show any arrangement for producing an alternating circular from a continuous circular motion. (5.)

and be posted in time for the London mail on

N.B.—They need not be prepaid.

The sectional parts of all drawings made by any candidate are to be tinted to express the different materials, but he must use his own judg-

ıst be workmanlike, and the figures must be to such a scale as to ıke them distinct.

Only four drawings to be made from this paper.

. Show any arrangement for producing an alternating circular from a continuous circular motion. (5.)

2. Draw in section the conical axle, &c. for a turn-table of 30 feet diameter. (7.)
3. Draw the slide valves for a stationary engine of 120 h. p. (10.)
4. Draw six teeth of a wheel of three feet radius, driven by a pinion of 12 leaves, the velocity of the pinion to that of the wheel being 12 : 1. (6.)
5. Draw a pillow-block for an axle of 5 inches diameter. (6.)
6. Draw a section of the piston with metallic stuffing for a cylinder 4·5 feet in diameter (scale $\frac{1}{12}$). (6.)
7. Draw one of the following watch escapements:—
   (*a.*) The common crown wheel. (4.)
   (*b.*) The lever. (5.)
   (*c.*) The duplex. (6.)
   (*d.*) The detached. (6.)
8. Give in outline only the arrangement for a "lift" in a hotel or hospital. (6.)
9. Give in outline only any arrangement for reversing motion, either rectilinear or circular, as for example in a planing machine or a screwing machine. (6.)
10. Give in outline only Whitworth's arrangement for regulating the feed of the tool in his drilling machine. (6.)
11. Give in outline only an arrangement for producing alternating rectilinear motion, by means of alternating rectilinear motion in a direction at right angles, without any wheel-work. (7.)

By "outline only" is meant that the centre lines, or points of levers, joints, or wheels need be shown, if their mutual action is made clear.

SUBJECT III.—BUILDING CONSTRUCTION.

Examiner, Professor Bradley.

This paper, with the following directions, was sent to the candidates to be worked by them at home; 5 days were allowed for it.

Directions for Drawings worked at Candidates' Homes.

Fill up carefully the slip attached to the drawing paper sent to you.

Write the number of the questions which you attempt above the solutions.

The number of questions you are permitted to attempt in each section is specified on the paper.

If you require more paper than the sheet sent to you you are at liberty to use it, but your number only (*not your name*) *must be written on it.*

On your drawings you must certify, on your honour, that they have been done wholly by you, and without assistance from any person.

The drawings must be addressed—

To the "Secretary," or the "Science Inspector,"
Science and Art Department,
South Kensington,
London, W.

and be posted in time for the London Mail on

N.B.—They need not be prepaid.

The sectional parts of all drawings made by any candidate are to be tinted to express the different materials, but he must use his own judg-

ment as regards tinting or shading the elevations; in other respects, the conditions as to scale and subjects must be complied with. The candidate is not restricted as to the number of drawings, but neatness and accuracy will be more valued than number.

A mortuary chapel for a cemetery designed to be used occasionally for divine service, the building is of brick, with stone "dressings;" no stucco or plaster to be employed. The candidate is to fill up all details and dimensions intentionally omitted in the sketch.

Drawing I.

The plan, west elevation, and cross section C, making three detached, completed, figures, scale $\frac{1}{120}$. (10.)

Drawing II.

The north front, west end, and cross section C, each completed, scale $\frac{1}{120}$. (10.)

(The subjects of 1 and 2 may, if convenient to the candidate, be put on one sheet of paper, provided no subject is repeated.)

Drawing III.

The plan, the west end, and a longitudinal section from east to west, all completed as above (scale $\frac{1}{120}$). (12.)

Drawing IV.

The two elevations and both cross sections C and D. (14.)

(The section looking west may be taken from B to A.)

The candidate may make another drawing of not less than three, but not more than five figures of the following subjects:—

1. A section through the bell tower, showing the stairs, flooring of belfry, and roof, with the door to gallery (scale $\frac{1}{100}$). (6.)
2. A section through the robing room and gallery over. (5.)
3. A plan of the chapel to show an arrangement of seats, and the mourners' pew (scale $\frac{1}{120}$), with a drawing of the reading desk and pulpit in plan, elevation, and section (scale $\frac{1}{10}$). (8.)
4. A plan, elevation, and section of one bay of the roof of the chapel, to show the framing &c. (scale $\frac{1}{96}$.) (5.)
5. The east window, in plan and elevation. (4.)
6. The Catherine wheel ditto in west front. (4.)
7. The windows of the body of the chapel. (4.)
8. The two windows of the belfry. (5.)

   } scale $\frac{1}{96}$.
9. A design for the communion table, rails, &c. (5.)

BUILDING CONSTRUCTION.—2ND PAPER.

Worked at South Kensington, Dublin, Edinburgh, and Manchester.

Only three drawings to be made and two questions answered in writing from this paper. The scale, when not directed, may be at pleasure, but must be stated on the drawing.

1. Draw the section of a tunnel for a railway with two lines of rails, narrow gauge, the brick lining to be 2½ bricks thick, the inverted arch at bottom 1½ brick, a 9-inch barrel drain to run along the tunnel between the rails, total height from surface of ballast to crown of arch to be 22 feet. The centres from which the various curves are struck to be distinctly shown. (8.)
2. Draw the centering for a segmental arch of 40 feet span and 15 feet rise, and admitting of being struck gradually by means of wedges (scale $\frac{1}{60}$). (10.)

3. Show two examples of scarfing timber of 14 × 10 inches scantling, the scarf to be shown in plan and elevation (scale $\frac{1}{7}$). (6.)
4. Show by the plans of two courses each the bond for walls of 1½, 2½, 3 bricks (the upper course may be shown in dotted lines on the plan of the lower one if preferred). (6.)
5. Draw in elevation, and part of the plan, a foot bridge of iron to connect the landing place with a floating barge on a tidal river, the tide rising 18 feet, the bridge to be 70 feet long. (10.)
6. Would you increase the strength of a brick arch by an extra course of bricks, or by setting the whole in cement? (3.)
7. Why are moulded bricks not more commonly used, seeing their ready adaptation to ornamentation? (3.)
8. To keep a house free from damp would you prefer a solid wall of 2½ bricks, or two walls each a brick thick, with a 4½-inch space between them, but well bonded together, difference in cost not being taken into account? (3.)
9. Define three or four of the following terms in building:—footings, reveal, bond, girder, king post, templet, purlin, architrave, style, rail, mortise. (3.)

BUILDING CONSTRUCTION.—3rd Paper.

Worked at South Kensington, Dublin, Edinburgh, and Manchester.

Only three drawings to be made and two questions answered in writing from this paper. The scale, when not directed, may be at pleasure, but must be stated on the drawing.

1. Draw the cross section of a sewer 7 feet high and 4 feet wide in the widest part, in the clear; the form to be oval, the side walls and arch to be 2 bricks thick, the bottom inverted arch to be 1½ bricks, the sides to be strengthened by counterforts or piers 10 feet apart (scale $\frac{1}{36}$). (8.)
2. Draw the section and a portion of the plan of a wharf wall 32 feet high, the tide rising 16 feet, the foundations laid on 4 inch planking, spiked down on cross sleepers on piles 10 feet long; the wall to be 6 feet thick at bottom and 3 feet at top, diminished by sets-off of half a brick on the inside, the outer face to incline one-eighth; sheet piling at bottom with a ribbon spiked on to it to fence off barges; iron rods 3 inches diameter standing out from the face 4 inches, with rings to slide on them for mooring, &c. (scale $\frac{1}{24}$). (10.)
3. Draw a trussed partition to divide a room 26 feet broad and 16 feet high, the partition to be rigid enough to be independent of the flooring beneath, a doorway to be provided at each end. (8.)
4. Draw in half plan and elevation the framing for a hemispherical dome 25 feet in diameter, with a lanthorn 6 feet in diameter in the crown (scale $\frac{1}{60}$). (10.)
5. Draw the arch stones of an arch 45 feet span and 15 feet rise, depth at crown 3 feet, at springing 5 feet, and show how the voussoirs unite with the horizontal courses of masonry of the spandril; only half the arch need be shown (scale $\frac{1}{12}$). (10.)

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6. Why is slate little employed except for roofing or paving? (3.)
7. Why are stretchers not mixed with headers in brick arches; would not the bond be improved by so doing? (3.)
8. Why is sea sand objectionable in the composition of mortar? (3.)
9. How are stones tied together in modern masonry, iron clamps being not employed now for that purpose? (3.)

SUBJECT IV.—ELEMENTARY MATHEMATICS.

Examiner, Rev. Professor Cowie, B.D., F.A.S.

You are not to attempt more than nine questions. The number of marks for a complete answer is indicated in each case between brackets ( ).

1. Construct a parallelogram that shall be equal to a given triangle and have an angle equal to a given rectilineal angle. (10.)
2. Find the side of a square that shall be equal to a triangle whose sides are 7, 10, 12 feet respectively. (10.)
3. If the squares described on two sides of a triangle are equal to the square described on the third side, the angle subtended by the third side is a right angle. (10.)
4. Prove the rule for finding the greatest common measure of two quantities. Apply it to ascertain whether these quantities have a common measure—

$$5x^4 - 7x^3 + 3x^2 - 4x + 16.$$
$$\text{and} \quad 3x^2 - 8x + 4. \qquad (15.)$$

5. Solve the equations—

(1.) $\dfrac{5x-4}{2} + \dfrac{x}{4} = \dfrac{13x-7}{3} - \dfrac{2x+5}{8}.$

(2.) $\begin{cases} x^3 + y^3 = a^3. \\ x + y = b. \end{cases}$

(3.) $x^2 - \cdot 075x + 3\cdot 45 = 0.$ (15.)

6. Find the number of combinations of (n) things taken (r) at a time. (12.)
7. Prove the binomial theorem for a positive integral index. (12.)
   Expand $(3x-7)^8$, $(x-5)^{\frac{3}{2}}$ to four terms;
   and $(x^2 + x + 1)^3$. (6 each.)
8. Define tangent of an angle. Trace the change in sign and magnitude of the cotangent as the angle increases from 0 to 270°. (15.)
9. Prove that $\sin(A - B) = \sin A \cos B - \sin B \cos A$, and find the sine of 15°. (15.)
10. Show that $\log_{10}(m^3\sqrt{n}) = \log_{10} m + \frac{1}{2}\log_{10} n$. (12.)
11. Prove that in any triangle $\cos\dfrac{A}{2} = \sqrt{\dfrac{s.(s-a)}{2}}$ where the sides are a, b, c, and $2s = a + b + c$. (15.)
12. When two sides of a triangle and the included angle are given, show how to solve the triangle. (15.)
13. Show how to find the area of a triangle when the sides are given. (12.)

14. Describe the sextant, and show how it is to be used. (15.)
15. What instruments would you require to find the area of a four-sided field? Draw one, and explain fully how you would proceed. (15.)

SUBJECT V.—HIGHER MATHEMATICS.

Examiner, Rev. J. Woolley, LL.D.

Three hours are allowed for this paper.

You are only permitted to attempt one question in each section.

The value attached to the correct answer of each question is marked against it.

N.B.—A full and correct answer will in all cases gain more marks than an inexact or incomplete one, though in the former case the question may be more easy of the two and have less value assigned to it.

Section I.

1. Find the cube root of $50 + 19\sqrt{7}$; and the square root of $11 + 4\sqrt{7}$. (10.)
2. Explain and demonstrate the use of continued fractions, and find in a continued fraction the values of $\sqrt{19}$ and $\sqrt{5}$. (20.)

Section II.

1. An annuity of 100*l.* for 36 years is left equally between two persons; one receives it for twelve years and the other for the remaining 24. What is the rate of compound interest? (20.)
2. In whatever scale a number be written, if the sum of its digits be exactly divisible by the radix -1, the number itself will be divisible by the radix -1; and if the difference between the odd and even digits of a number consisting of an even number of digits be divisible by the radix $+1$, the number itself is divisible by the radix $+1$. (20.)

Section III.

1. A piece of waste land is bounded by a line AB of 4,000 yards, BC of 3,000, and AD of 3,760, the angles ABC and CAD are right angles; the side CD is an arc of 90°. What is its size and its value at 17*l.* 10*s.* an acre? (10.)
2. An iron vessel is in the form of a truncated prolate spheroid; the diameter of each of the ends is 5 feet, the diameter at its broadest part is 7 feet, and its length is 7 feet. How much water will it contain? (20.)

Section IV.

1. If two spherical triangles have the three sides of the one equal to the three sides of the other, each to each, the angles of the one triangle shall be equal to the angles of the other, each to each, and the equal angles shall be opposite to the equal sides. (10.)
2. In any spherical triangle prove that $\text{Cos A} = \dfrac{\text{Cos } a - \text{Cos } b \text{ Cos } c}{\text{Sin } b \text{ Sin } c}$

$$\text{and Cos } a = \frac{\text{Cos A} + \text{Cos B Cos C}}{\text{Sin B Sin C.}}$$

Hence also obtain an expression for the sine of half an angle in terms of the sides. (20.)

Section V.

What is meant by the spherical excess? The three sides of a spherical triangle measured on the earth are 29, 32, and 36 miles. Taking the earth's radius at 7,500, what is the spherical excess? (20.)

Section VI.

1. Differentiate—

$$u = \mathrm{Tan}^{-1}\left(\frac{1 \times 2x}{2x}\right)^{\frac{1}{2}}$$

$$u = e^{3x} + \mathrm{Tan}\, 2x.$$

$$u = \log_e (x + \sqrt{x^2 - a^2}) + \mathrm{Sec}^{-1} \frac{x}{a}. \qquad (15.)$$

2. Find the maximum value of $u = x^{\frac{1}{x}}$, and inscribe the largest rectangle in a given triangle. (20.)

Section VII.

1. The tangent to a cycloid at any point is the chord of the generating circle at that point. (10.)
2. Trace the curves—

$$y^2 = ax^2.$$

$$xy^2 + 2a^2y - a^3x = 0.$$

$$r = a\,(1 - \mathrm{Cos}\,\theta). \qquad (20.)$$

Section VIII.

1. Integrate—

$$du = \frac{dx}{\sqrt{1 + 2x + 3x^2}}$$

$$du = \frac{dx}{1 + e^x}$$

$$du = \frac{6}{x^3 - x^2 - x + 1}$$

$$du = x^2 (\log x)^2\, dx. \qquad (20.)$$

2. Find the area of the lemniscata whose equation is $r^2 = a^2\, \mathrm{Cos}\, 2\theta$; and the length of the caternary whose equation is—

$$y = \frac{c}{2}\left\{e^{\frac{x}{c}} + e^{-\frac{x}{c}}\right\} \qquad (30.)$$

Section IX.

Find the volume of an oblate spheroid and the surface of a frustum of a paraboloid of revolution where length is c and the diameter of the two ends $2a$ and $2b$ respectively. (30.)

SUBJECT VI.—THEORETICAL MECHANICS.—1st Paper.

Examiner, Rev. Professor Cowie, B.D., F.A.S.

You are not to attempt more than eight questions. The number of marks for a complete answer is indicated in each case between brackets ( ).

1. By what mechanical means could you demonstrate the principle of the composition of forces to a class? (15.)
2. Explain the combination of forces which gives rise to rotatory motion when equilibrium is not preserved. (12.)
3. Find the centre of gravity of a cone. (12.)
4. What is the action of the wedge? How do we calculate the relation of the power and resistance? (12.)
5. What is the principle of *virtual velocities?* Show by its means that P : W in the lever is the inverse ratio of the arms. (15)
6. Define *momentum, moving force.* If a weight of 12 lbs. descending vertically draws up a weight of 11 lbs. by means of a string passing over a fixed pulley, what is the *accelerating force,* and what is the momentum at the end of 5″ from the beginning of the motion? (15.)
7. When a body slides down a smooth curve, find the velocity required from rest. (15.)
8. Prove that the time of vibration of a pendulum moving in a small circular arc varies as the square root of the length of the rod. (15.)
9. In a triangular roof carrying a given weight, find the tension of the tie beam, when there is no king post. (15.)
10. A chain hangs freely between two given points in the same horizontal line; find the tension at the lowest point by a geometrical construction. (15.)
11. Find the moment of inertia of a beam round one extremity. (15.)
12. What is the centre of oscillation? What was the object of the instrument called Kater's pendulum? Describe it. (15.)

THEORETICAL MECHANICS.—2nd Paper.

You are not to attempt more than eight questions. The number of marks for a complete answer is indicated in each case between brackets ( ).

1. What is the law of fluid pressure? How would you illustrate it experimentally to a class? (15.)
2. Show that the pressure in a fluid at rest is proportional to the depth. (12.)
3. A conical vessel with its vertex downwards is full of fluid; find the whole pressure on the internal surface. (12.)
4. What are the necessary conditions that a body should float in a fluid, in a state of stable equilibrium? (12.)
5. If the height of mercury (specific gravity, 13·2) in the barometer is 28 inches, what would be the height of a column of water which would balance the atmospheric pressure? (12.)
6. Define the centre of pressure on a flood-gate, and show where it will be, suppose in a rectangular canal. (15.)

7. What are the two methods of estimating the specific heat of a mass of air; and how are they connected? (15.)
8. When a fluid is in motion in a pipe kept constantly full, what is the relation between the pressure and velocity at any point? (15.)
9. A mass of 10 cubic inches balances another of 4 cubic inches on a straight lever; the whole is now immersed in water; what alteration must be made in the distance of one of the bodies from the fulcrum that they may continue to balance (both substances being heavier than water)? (15.)
10. How would you prove to a class that air has weight? (15.)
11. How is the barometer applied to measure heights of mountains? Give a formula. (15.)
12. Show how to find the metacentre in a floating body. (20.)

SUBJECT VII.—APPLIED MECHANICS.—1st Paper.

Examiner, Rev. Professor Cowie, B.D., F.A.S.

You are not to attempt more than eight questions. The number of marks for a complete answer is indicated in each case between brackets ( ).

1. What is the principle of '*work?*' Illustrate it by a simple example. (12.)
2. Find the relation of P : W in a screw. (12.)
3. Describe the systems of pullies, and find the relation of P : W when the same string passes round all the pullies. (12.)
4. How is the *stability* of a balance secured? What is its measure? What is the measure of its *sensibility?* (12.)
5. Describe the steam indicator. (12.)
6. How are the variations of pressure shown in an aneroid barometer? (15.)
7. A projecting beam carries a weight at its extremity? find the tendency to break at any point. (15.)
8. Sketch and explain the principle of Siemen's differential governor. (15.)
9. What is the problem to be solved in forming the teeth of wheels? How is it done practically? (15.)
10. Explain the holding power of a knot in a rope. (15.)
11. Draw a clock escapement, and explain its action. (15.)
12. Sketch a contrivance by which a piece revolving uniformly can communicate alternate rectilinear motion to a rack, and state whether in your solution the velocity of the follower is uniform or varying. (20.)

APPLIED MECHANICS.—2nd Paper.

You are not to attempt more than eight questions. The number of marks for a complete answer is indicated in each case between brackets ( ).

1. Describe the action of the syphon. (15.)
2. Sketch a good air pump and explain its action. (15.)
3. Explain the action of the hydraulic ram. (15.)

4. Show by diagrams the different kinds of water-wheels, and give the proper names to each. (15.)
5. Explain the action of the turbine. (15.)
6. How can we find the specific gravity of a solid? (12.)
7. Explain the principle of the marine screw propeller. (15.)
8. How would you explain to a class the mechanical principle of the propagation of waves from a centre? (20.)
9. What is the cause of the *tides?* (Your explanation must be full and simple, suitable for instruction to a class.) (20.)
10. Explain the mechanical construction of a corn-mill. (12.)
11. Describe the mechanism of a common watch. (15.)
12. Sketch a boring machine, giving the mechanical contrivance by which the slow uniform progressive motion is given to the cutter, in full detail. (20.)

SUBJECT VIII.—ACOUSTICS, LIGHT, AND HEAT.

Examiner, Professor TYNDALL, F.R.S.

Eight of these questions to be fully answered.

1. The velocity of sound in air is about 1,100 feet a second: in iron its velocity is more than 11,000 feet a second; state fully the cause of this difference.
2. A harp stands in the middle of a room which has everywhere the same temperature. Will the temperature at all points remain the same when the harp is sounded? What is the effect of the changes of temperature, if any, upon the *velocity* of the sound?
3. On what does the *velocity* of sound depend? on what does its *intensity* depend? on what does the *pitch* of a musical note depend?
4. Explain the construction of the common opera glass.
5. Give a description of some one form of the reflecting telescope.
6. Give a description of some one form of the microscope.
7. Describe fully one of the methods by which the velocity of light has been determined. This velocity is different in different media; give an example of this difference, and state the cause usually assigned for it.
8. Explain the origin of the colours used in painting. Why, for example, is a red paint red, and a blue one blue? Why is grass green? State as far as you know the difference between such colours and those observed on a soap bubble when blown very thin.
9. In certain states of the atmosphere an object which is usually hidden from a spectator by an intervening hill is seen above the hill. What must be the condition of the atmosphere to produce this effect?
10. The density of water is 770 times that of air: its specific heat is 4 times that of air. In parting with one degree of temperature, a cubic foot of water will raise how many cubic feet of air one degree?
11. What is meant by "the mechanical equivalent" of heat, and how has it been determined?

12. What is the "boiling point" of a liquid? On what circumstance does the boiling point depend? How may the boiling point of a liquid be employed in determining the heights of mountains?
13. There are various kinds of rays emitted by the sun; describe them with reference to their thermal, luminous, and chemical qualities.
14. A crystal of common salt and a crystal of sugar are suspended before a fire; after a time the sugar is found to be much hotter than the salt:—Why? When the two liquids alcohol and bisulphide of carbon are suspended before a very hot fire, the alcohol boils first though it has the highest boiling point; explain this.

SUBJECT IX.—MAGNETISM AND ELECTRICITY.

Examiner, Professor TYNDALL, F.R.S.

Eight of these questions to be fully answered.

1. Some days ago on bringing my watch near a powerful magnet it suddenly stopped. I wish to ascertain whether I have permanently magnetised the works; how am I to proceed?
2. I want to determine whether the magnetic force of the earth diminishes sensibly as I ascend in a balloon; how am I to proceed?
3. Describe clearly and fully what you mean by magnetic induction, and explain it by reference to the theory of magnetic fluids.
4. You are required to construct an electro-magnet; how would you proceed?
5. Is the attraction of a magnet for soft iron a true measure of its strength? If not, how would you propose to measure the strength of a magnet?
6. You are required to construct and suspend a coil of copper wire, so that when a current flows through the coil it shall behave as a magnet; how will you do it?
7. When a Voltaic current flows heat is generated in the battery; what is the origin of this heat?
8. When a Voltaic current is sent through a thin platinum wire, the wire is heated; state what you know regarding the relationship of the heat thus developed outside the battery to the heat developed, at the same time, within it. (A *good* answer to this question will obtain a high number.)
9. A point is placed on the prime conductor of an electric machine; on placing the hand above the point a wind is found to issue from it when the machine is worked; what is the origin of this wind? Devise an apparatus in which this wind may be caused to produce rotation.
10. Describe fully some one form of the electric machine, and explain how the prime conductor is charged.
11. You have access to the insulated silk rubber of a plate glass machine, but not to its prime conductor; and you are required to charge a Leyden jar with *positive* electricity from the rubber; how will you proceed?
12. You are required to fire a mine by the spark of a Leyden jar; what precautions will you take to render the ignition of the powder certain? State the grounds of your precautions.

13. In the Alps a hissing sound is frequently heard issuing from the points of rocks, and from the ends of the long sticks which are carried by travellers; what is the cause of this sound?
14. Describe a simple apparatus for the generation of induced currents.

SUBJECT X.—INORGANIC CHEMISTRY.

Examiner, Professor HOFMANN, LL.D., F.R.S.

The figures in brackets indicate the number of marks attached to each question. You are not permitted to answer more than six of the following questions.

1. A salt has been found to contain in 100 parts:—

Hydrogen - - -	3·18
Oxygen - - -	33·88
Nitrogen - - -	14·84
Sulphur - - -	16·95
Nickel - - -	31·15

What is the formula of the salt?

Atom weights to be used: H=1. O=16. N=14. S=32. Ni=58·8.

Give such details as will show the mode of calculation. (12.)

2. One gramme of phosphorus is to be converted into pentachloride of phosphorus. How many litres of chlorine (at 0° C. and 0m·76 Bar.) are required, and how many grammes of binoxide of manganese and liquid hydrochloric acid (containing 20 p.c. of anhydrous acid) are necessary to evolve this quantity of chlorine? Give such numerical details as will show the mode of calculation. The litre of hydrogen, at 0° C. and 0m·76 Bar. weighs 0,0896.

Atom weights to be used: H=1. O=16. P=31. Cl.=35·5. Mn=55. (12).

3. 45·30 parts by weight of dry pure carbonate of sodium are fused with 54·70 parts by weight of sulphur, air being carefully excluded. Express the reaction which takes place and the products which are formed in an equation.

Atom weights to be used: O=16. C=12. S=32. Na=23. (12.)

4. One litre of olefiant gas of 0° C. and 0m·76 Bar. is to be completely burnt by oxide of copper (Cu O). How many grammes of oxide of copper are required, and how many litres of carbonic acid are produced? Give such numerical details as will show the mode of calculation.

Atom weights to be used: H=1. C=12. Cu.=63·5. O=16. (12.)

5. Give the formulæ of ammonia and phosphoretted hydrogen, the percentage composition of these compounds by weight and by volume, and their specific gravities.

Atom weights to be used: H=1. N=14. P=31. (12.)

6. Describe and represent in equations the several stages of the manufacture of phosphorus.

Atom weights to be used: H=1. O=16. S=32. P=31. Ca=40. (12.)

7. The iodine in 100 volumes of hydriodic acid is liberated in succession by chlorine and by oxygen. How many volumes of chlorine and how many volumes of oxygen are required? (9.)

8. Describe two essentially different processes for the preparation of nitrogen gas. (9.)
9. How is nitric acid prepared? Represent the reaction in an equation. (9.)
10. Explain, and express in an equation, the reaction which takes place when arsenious acid, potash, and sulphate of copper are boiled together. (9.)
11. Describe the method of distinguishing baryta, strontia, and lime, when these three substances occur together in solution.
12. State the formula of iodic acid, and describe the method of preparing it?

PRACTICAL EXAMINATION IN ANALYSIS.

The figures in brackets indicate the number of marks attached to each analysis.

1. Qualitative analysis of complex mixtures. (28.)
2. Qualitative analysis of a mixture consisting of two acids and two bases. (20.)

State the method of examination in detail and tabulate the results of the analysis at the bottom of the page.

Substances found.

Bases.	Acids.	Traces.

SUBJECT XI.—ORGANIC CHEMISTRY.

Examiner, Professor HOFMANN, LL.D., F.R.S.

The figures in brackets indicate the number of marks attached to each question. You are not permitted to answer more than six of the following questions.

1. State what you know about the nature of fatty bodies, and explain the chemical processes which are involved in the manufacture of soap and candles. (12.)
2. How is succinic acid converted into malic and tartaric acid, and how is tartaric acid reconverted into malic and succinic? Express the reaction in equations. (12.)

Describe Guy Lussac's method of determining vapour densities, and develope the general formula—

D = density of vapour.
p = amount of substance analyzed.
V = volume of vapour observed in cubic centimetres.
t° = temperature observed.
B = barometer normal.
b = barometer observed.
h = suspended mercury column.
a = weight of one cubic centimetre of air.
e = coefficient of expansion of air. (12.)

4. Mention two substances represented by the formula C_2H_6O, and explain how they are prepared. (12.)
5. The analysis of a salt has furnished the following results:—
100 parts lost by drying 29·27 parts of water.
The residue was found to contain—

Carbon - - -	13·00
Hydrogen - -	1·63
Oxygen - -	21·68
Copper - - -	34·42

What is the formula of the salt? Give such numerical details as will show the mode of calculation. Atom weights to be used: H = 1. O = 16. C = 12. Cu = 63·5. (12.)

6. Describe the formation, the composition, the properties, and some of the most important transformations of acetic acid. (12.)
7. What is the composition of red prussiate of potash, and how is it prepared? (9.)
8. State what you know about indigo. (9.)
9. Describe the action of chlorine upon marsh-gas. (9.)
10. State the formation, the composition, and some of the more prominent transformations of cyanic acid. (9.)
11. How is anhydrous cyanic acid prepared? (9.)

SUBJECT XII.—GEOLOGY.—1st Paper.

Examiner, Professor A. C. Ramsay, F.R.S.

Only eight questions to be answered.

1. Name several *genera* of Cephalopoda found only in the Palæozoic rocks (viz., from Silurian to Permian inclusive), and several found only in the Mesozoic or Secondary rocks (viz., from the New Red Sandstone to the Cretaceous strata inclusive). (12.)
2. What is the meaning of the words Palæozoic, Mesozoic, and Cainozoic, as applied to formations and fossils? (12.)
3. Explain the difference between Anthracite and Bituminous coal. (14.)
4. Mention any facts that help to explain the origin of the White Chalk. (12.)
5. Name the oldest known fossil, and the formation in which it occurs. (12.)
6. Name some of the Mammalia that lived in the northern hemisphere during the Glacial period. (12.)
7. Name several of the genera of fish found in the Old Red Sandstone. (12.)
8. State one great distinction between Palæozoic fishes and those of later date. (12.)

9. Of which formations are Graptolites characteristic? (12.)
10. In which geological formations are the genera Trigonia, Aviculapecten, Murchisonia, and Baculites most abundant? (12.)
11. Name four genera of Mollusca that have become extinct since secondary times, and four that have lived from secondary times to the present day. (14.)
12. Draw a section, either true or imaginary, showing contorted and horizontal strata with an outlier and a fault. (12.)

GEOLOGY.—2ND PAPER.

Only eight questions to be answered.

1. How does it happen that rivers contain various matters in chemical solution? and name some of the substances so found. (12.)
2. Explain the manner of formation of various kinds of stratified rocks. (12.)
3. Name any four methods by which any four different kinds of rocks common at the surface may have been formed. (14.)
4. Draw a case of unconformable stratification, and explain it in writing (12.)
5. Explain in writing or by drawing the general relation of the Old Red Sandstone of Ireland to the Upper Silurian and the Carboniferous rocks. (12.)
6. Construct a column in writing of all the formations found in Scotland, placing the oldest at the bottom. (14.)
7. Explain the geological meaning of the term *denudation*. (12.)
8. What do you consider to have been the origin of granite? (12.)
9. Explain the theory of Artesian wells, and illustrate it by a drawing. (12.)
10. What formations in the British Islands are chiefly effected by true slaty cleavage? (12.)
11. What is the cause of the cone-like forms of volcanoes? (12.)
12. How do you estimate the thickness of any formation when it cannot be measured by mere boring? (12.)

SUBJECT XIII.—MINERALOGY.—1ST PAPER.

Examiner, W. W. SMYTH, M.A., F.R.S.

NOTE.—You are permitted to answer eight only out of the following numbered questions, for each of which ten marks is the maximum.

1. Describe the most important hemihedral forms of the cubical system of crystallization.
2. Make a free-hand drawing of two of the ordinary crystal combinations of barytes, or sulphate of baryta.
3. Give an account of a scale of comparative fusibility, to which you may refer minerals under examination?
4. Describe graphite, its uses, and the nature of the localities in which it is found.
5. Give particulars of the physical characters in which molybdenite, iron-glance, and tenorite resemble graphite, and of those in which they differ.

6. Name, and state the per-centage of metal in those minerals which may be employed as ores of titanium.
7. Compare the physical and chemical characters of the various substances which are or may be unwarily taken for the diamond.
8. What is wolfram? and what are the purposes to which it has been proposed to apply it?
9. Name and mention the general character of the substances in which selenium is an essential constituent.
10. State the derivation of, and reason for giving the name pyromorphite, mimetesite, and diaspore, to these minerals.

Note.—The following to be attempted by all candidates:—

Name the ten numbered mineral specimens placed before you, stating by what character you identify them.

MINERALOGY.—2ND PAPER.

NOTE.—You are permitted to answer eight only out of the following numbered questions, for each of which ten marks is the maximum.

1. What are the most remarkable instances of the enclosure of certain minerals in others?
2. Give an account of the general character of meteorites, and their classification.
3. Compare the physical characters of the mineral sulphides of lead, copper, silver, and zinc.
4. State the per-centage of metal in the various oxides of iron when found in the pure state.
5. Draw up a list of the more notable minerals which crystallize in the anorthic or doubly oblique system, and make a clear free-hand drawing of one of them as an example.
6. Describe fully the zeolites called apophyllite, analcime, and Brewsterite.
7. Name and give the leading characters of the minerals most commonly entering into the composition of undoubtedly igneous rocks.
8. Mention the most generally accepted explanation of the play of colours exhibited by Labradorite and by opal.
9. What is the chemical view of the conversion of orthoclose felspar into kaolin?
10. State the chemical and physical characters of the following minerals employed as ores:—cuprite, magnetite, malachite, and göthite.

Note.—The following to be attempted by all candidates:—

Refer to its proper system and describe each of the ten models of crystals placed on the table, and state what mineral species each form may represent.

SUBJECT XIV.—ANIMAL PHYSIOLOGY.—1st Paper.

Examiner, Professor Huxley, F.R.S.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What are the chief constituents of the blood, and in what proportions do they occur?
2. How many sorts of "vessels" are there, and in what respects do they differ from one another?
3. Suppose that a blood corpuscle in the hepatic vein has taken the shortest route to reach that point from the right ventricle, through what organs, valves, and vessels has it passed?
4. Suppose that a particle of fatty matter, the product of digestion, passes from the small intestine to the superior vena cava by the shortest possible route, what course does it take?
5. How many salivary glands are there? Where are they placed, and what functions do they perform?
6. Describe the mechanism of respiration, and the changes which take place in respired air.
7. What is meant by the "contraction" of a muscle, and by what arrangements is muscular contraction made available to produce locomotion in man?
8. What are the different kinds of muscle, and what kinds of muscle are found in the following parts respectively—the eyelid, the iris, the heart, the cheeks, the gullet, the intestine?
9. What are cilia? When do they occur in man?

ANIMAL PHYSIOLOGY.—2nd Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What are the general structure and arrangement of the parts of the brain?
2. Why are certain nerves termed cerebral, and what organs and parts of the body are supplied by those nerves?
3. What is the ultimate structure of nervous substance as revealed by the microscope?
4. What is meant by the "irritation" of a nerve; and when a nerve is irritated, what takes place in the parts with which it is connected?
5. Where is the nervous apparatus of the sense of touch lodged, and how may the degree of the acuteness of that sense in different parts of the body be estimated?
6. Where is the organ of the sense of smell situated? Explain what takes place in the respiratory organs when one snuffs up an odour, and what is the use of that operation?
7. What is the ordinary temperature of the body, and how is that temperature kept up and regulated?
8. Describe the structure of any joint between bones freely moveable on one another?
9. How is the eye moved, and how are the eyelids raised and depressed?

SUBJECT XV.—ZOOLOGY.—1st Paper.

Examiner, Professor Huxley, F.R.S.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. How are birds chiefly distinguished from other vertebrated animals?
2. How do parrots, ostriches, and penguins respectively differ from ordinary birds?
3. In what way do reptilian differ from mammalian quadrupeds?
4. How do winged mammals differ from birds?
5. In what respects do finned aquatic mammals differ from fishes?
6. What kind of teeth in each jaw are possessed by the following animals:—man, the dog, the deer, the camel, the horse, the elephant, the pig?
7. Where are the following animals found:—the giraffe, the hippotamus, the llama, the opossum, the wombat, the reindeer, the lion, the tiger, the bison, the camel?
8. What are the most characteristic peculiarities of the snakes or *Ophidia?*
9. Substitute *Chelonia* for *Ophidia* in the foregoing question.

ZOOLOGY.—2nd Paper.

Note.—You are permitted to answer six only out of the following questions. *The values attached to the questions are equal.*

1. What are the characters of the *Articulata* or *Arthropoda*, and what classes of animals are included under this head?
2. To what class does the scorpion belong, and why?
3. What are the characters of the *Myriapoda?*
4. What are the leading characters of the *Lamellibranchiata*, and in what respects do an oyster and a fresh-water mussel chiefly differ from one another?
5. What is the meaning of the terms valve, umbo, hinge, ligament, adductor impression, pallial impression, siphonal impression, byssus operculum.
6. Under what form do eyes and auditory organs occur in the *Lamellibranchiata* and *Gasteropoda?*
7. What are the leading peculiarities in the structure and development of a common starfish?
8. Substitute sea-urchin (*Echinus*) for starfish in the foregoing question.
9. What are the distinctive characters of the *Hydrozoa?*

SUBJECT XVI.—VEGETABLE PHYSIOLOGY AND ECONOMIC BOTANY.

Examiner, Dr. Thomas Thomson, F.R.S.

VEGETABLE PHYSIOLOGY.—1st Paper.

Six questions only to be taken. The value of the questions is equal.

1. Explain the term estivation, and describe the different kinds.
2. Trace the development of an exogenous branch from its origin, and explain its connexion with the axis from which it springs.

3. What are the chief abnormal forms of the ascending axis? Give examples, and mention the families in which they occur.
4. Give a general account of the process of nutrition in plants.
5. Define the following terms:—hilum, foramen, rhaphe, testa, chalaza, albumen, cotyledon, plumule, radicle; and explain their relative position in the seed.
6. What are the chief distinctive characters of the vegetative and reproductive organs of fungi?
7. Give an account of the different kinds of parasitism in plants.
8. Explain the terms phyllodium, pseudobulb, pitcher, corm, spine, prickle. Of what parts of the plant are these respectively modifications, and how do they differ from the normal forms?
9. Give an account of the laws which regulate phyllotaxis, or the arrangement of foliar organs on the axis.

ECONOMIC BOTANY.—2ND PAPER.

Six questions only to be taken. The value of the questions is equal.

1. What are the chief economic products yielded by Umbelliferæ? Give in each case the name and native country of the plant and the part which yields the product.
2. To what family of plants does the grape vine belong? Where is it indigenous? Give the area of its cultivation, and the climatic conditions necessary for its successful growth.
3. Give the names and properties of the chief economic products of the family Polygonaceæ, stating, with regard to each, the plant and part of the plant which produces it, its native country, and the uses to which it is applied.
4. Enumerate the principal vegetable acids. From what plants are they usually obtained, and how are they prepared?
5. What plants yield strychnine, cork, rice, paper, and tapioca? Where are they indigenous? What part of the plant is each of these obtained from, and how are they prepared?
6. What plants yield the principal textile fabrics? Mention in each case the part of the plant, its native country, area of cultivation, and the family to which it belongs.
7. What plants of the family Leguminosæ are grown as food for man or domestic animals? Mention in each case the part of the plant used, and the area over which it is cultivated.
8. What are the names, families, and native countries of the trees which yield the most valuable timber in common use?
9. Give an account of the origin, mode of preparation, properties, and uses of gutta-percha and caoutchouc.

SUBJECT XVII.—SYSTEMATIC BOTANY.—1ST PAPER.

Examiner, DR. THOMAS THOMSON, F.R.S.

Six questions only to be taken. The value of the questions is equal.

1. Give the characters of Gramineæ, and contrast them with those of Cyperaceæ.
2. Give the characters of Labiatæ, and contrast them with those of Boragineæ.

3. What are the essential distinctive characters of Thalamifloral, Calycifloral, and Corollifloral Exogens? What differences exist among systematists as to the line of demarcation between the second and third of these divisions? In what families do exceptions occur which tend to impair the distinctness of the three?
4. Give an account of the different modifications of Inflorescence.
5. Enumerate the British natural families which have exalbuminous seeds.
6. Enumerate the British families which have parietal placentation.
7. Give the characters of Liliaceæ, and contrast them with those of Amaryllideæ and Irideæ.
8. Give an account of the area of distribution of the following genera: — Astragalus, Rosa, Erica, Rhododendron, Quercus, Pinus, Araucaria.
9. What are the names and natural families of the three British plants described below? Give in each case your reasons for referring them to the family.
   A. An erect much-branched evergreen shrub or small tree, with ovate or oblong thick and shining leaves, entire or strongly toothed on the edges, small white flowers in dense axillary clusters, four sepals, four petals just united at base, four stamens alternating with the petals, a four-celled ovary with one pendulous ovule in each cell, four sessile stigmas, and a drupaceous four-celled fruit.
   B. An erect herb about a foot high, with rounded stems, opposite ovate or broadly lanceolate toothed leaves, axillary solitary stalked tetramerous regular purple flowers, distinct petals, eight stamens, an elongated inferior ovary, a four-lobed stigma, a slender capsular four-valved fruit containing many seeds, each with a tuft of hairs.
   C. A procumbent herb growing in woods and shady places, with opposite simple ovate acute leaves, yellow monopetalous pentamerous flowers, which are stalked and solitary in the leaf-axils, a rotate corolla with five stamens opposite to its lobes, a free ovary, and a globose many-seeded capsule.

SYSTEMATIC BOTANY.—2ND PAPER.

(Practical Paper.)

Describe the six plants laid before you, taking the organs (when present) in the following order:—

Root.	Bracts.	Disk.	Fruit.
Stem.	Sepals.	Ovary.	Seed.
Leaves.	Petals.	Style.	Embryo.
Inflorescence.	Stamens.	Stigma.	

SUBJECT XVIII.—MINING.—1st Paper.

Examiner, W. W. Smyth, M.A., F.R.S.

Note.—You are permitted to answer eight only of the following questions.
The value attached to the correct answer of each question is marked against it.

1. State what is known and what is conjectured respecting the influence of cross-courses on lodes or mineral veins. (12.)
2. What are the chief differences of roof and floor that affect the economical working of coal seams? (12.)
3. Describe the mode of *shoding* and *costeaning* over an untried district. (12.)
4. What are the various materials used for, and the method of piping or tubing deep bore-holes? (12.)
5. Enumerate the rules that should be enforced, either for a coal or metalliferous mine, with regard to blasting. (12.)
6. Make a drawing showing the construction of a horse gin or whim, and calculate what work may be done by its aid. (14.)
7. Describe and give sketches with dimensions of the modes of walling or arching a drift or level where a heavy pressure may be expected from above and from the sides. (12.)
8. What ought to be the amount of inclination in the several kinds of levels or mine roads intended for various purposes? (12.)
9. Give an account of the variations in the system of pillar or post-and-stall working, and of the dimensions and mode of getting now generally adopted. (14.)
10. Examine critically under what circumstances tut-work and tribute-work are most properly employed. (14.)

MINING.—2nd Paper.

Note.—You are permitted to answer eight only of the following questions.
The value attached to the correct answer of each question is marked against it.

1. What is the principle and construction of the various safety lamps used in coal mines? (12.)
2. Describe with exactness, and referring to examples, the various classes of rock found to be most favourable to the presence of metallic minerals in lodes or veins. (12.)
3. Give the length, inclination, thickness, and distance apart of the bars used for coal screening in the districts you may know, and an account of any mode of utilizing the smalls. (12.)
4. State the dimensions, construction, and mode of working of the best forms of buddle or frame for slime tin or argentiferous lead ores. (12.)
5. What are the best methods of counterbalancing the weight of the rope or chain in drawing minerals through deep shafts? (14.)
6. Calculate the cost in instances known to you, of the conveyance of minerals along levels by human labour, horse power and steam engines. (14.)

7. Describe accurately, and with sketches, stating dimensions, the mode of connecting and fitting up the main rod or spear for pump-work of, say 12 inches diameter. (12.)
8. Give an account, with drawing, of a good fan employed for mine ventilation, and of its efficiency. (14.)
9. Explain the use of the water gauge in testing the ventilation of a mine. (12.)
10. What are the most approved modes of fitting a shaft with guides or conductors for drawing? (12.)
11. Mention the measurement of the different parts and the mode of fixing ladders between two successive levels, in a vertical shaft, in the best way for the health and safety of the men. (12.)

SUBJECT XIX.—METALLURGY.—1st Paper.

Examiner, Dr. Percy, F.R.S.

You are only permitted to attempt ten questions. The same value is attached to all the questions.

1. Define the term ore.
2. What are the modes of action of fluxes?
3. What is meant by the term smelting?
4. What is the unit of heat?
5. How is the calorific power of a body determined?
6. Specify the typical varieties of coal as founded on their composition.
7. State the sources of error to be guarded against in determining the specific gravity of a metal.
8. What is meant by the term annealing?
9. Give the chemical formulæ of the various mineral species contained in the ores of copper.
10. What metallic compounds of zinc are in common use?
11. Give several methods of reducing chloride of silver and explain them by formulæ.
12. What are the essential differences, chemical and physical, between iron, steel, and cast iron?
13. Describe the character of magnetic oxide and tribasic silicate of protoxide of iron.
14. What mineral species are used as ores of iron?
15. State the various methods of combining iron with carbon.

METALLURGY.—2nd Paper.

You are only permitted to attempt ten questions. The same value is attached to all the questions.

1. Describe the structure of the various coke ovens in common use.
2. State the character and essential composition of the different kinds of copper regulus.
3. Describe the Belgian process of extracting zinc.
4. Describe the process of converting *dry* into *tough-cake* copper.
5. Describe the Cornish process of tin smelting.
6. Explain the principle of Augustin's method of treating silver ores.
7. How is silver extracted from lead?

8. How is the pigment termed *smalts* manufactured?
9. Describe the process of manufacturing white arsenic.
10. Describe the refinery or running out fire, and the theory of its operation.
11. What varieties of pig-iron are specially adapted to the Bessemer process, and why?
12. By what process may cast iron of suitable quality be converted into steel?
13. Describe the process of hardening and tempering steel.
14. Describe the apparatus used in the Bessemer process.
15. Describe the methods of utilizing the waste gas of the blast furnace.

SUBJECT XX.—GENERAL NAVIGATION.

Examiner, Rev. J. Woolley, LL.D.

Three hours allowed for this paper.

You are only permitted to attempt one question in each section.

The value attached to the correct answer of each question is marked against it.

N.B.—A full and correct answer will in all cases gain more marks than an incorrect or incomplete one, though in the former case the question may be the more easy of the two and have less value assigned to it.

Section I.

Define Course, Distance, Departure, True and Meridional Difference of Latitude, and illustrate by a figure. (15.)

Section II.

1. What is meant by the corrections of Variation, Deviation, and Leeway? And show accurately how they must be applied to obtain the true course from the compass course. Illustrate by a figure. (15.)
2. Explain accurately, but briefly, the several causes of Deviation; and explain the terms Quadrantal and Semicircular Deviation. How are Tables of Deviation for a ship practically obtained? (30.)

Section III.

1. How are the compass course and distance found when a ship sails (1) on a parallel, (2) on a meridian? Prove the rules where necessary. (15.)
2. Prove the rules for Mercator's sailing. (20.)

Section IV.

1. Required the compass course and distance from A to B.

Latitude A. 73° 30′ } N.	Variation 1½ W.	Longitude A. 43° 20′ } E.	(15.)
Latitude B. 78° 40′ }	Deviation 3° W.	Longitude B. 43° 20′ }	

2. Required the compass course and distance from A to B.

Latitude A. 15° 20′ } S.	Variation 2¼ W.	Longitude A. 4° 10′ E.	
Latitude B. 19° 40′ }	Deviation 7° 50′ W.	Longitude B. 1° 30′ W.	(15.)

Section V.

A privateer is lying 12 miles S.W. of a harbour, and observes a merchantman leave it in the direction S. 78° E. at the rate of 8½ miles an hour. In what direction and at what rate must the privateer sail in order to come with the merchantman in 1½ hours? (25.)

Section VI.

1. Explain how a Mercator's chart may be constructed, and show how to find the course and distance from two points on it. (20.)
2. Prove the rule for constructing a table of meridional parts. (30.)

Section VII.

In great circle sailing, prove the rules for finding the latitude and longitude of the vertex. (30.)

Section VIII.

1. Find the distance on a great circle from A to B.

Latitude A. 37° 8′ } N. Longitude A. 5° 10′ } W. (20.)
Latitude B. 54° 10′ } N. Longitude B. 27° 18′ } W.

2. The following longitudes lie between Cape Horn and Wellington, 90°, 110°, 130°, and 170° W.; in what latitude will a ship be in sailing in a great circle between these two places? Given—

Latitude Cape Horn, 54° 10′ } S. Long. Cape Horn, 68° 20′ W.
Latitude Wellington, 46° 50′ } S. Long. Wellington, 176° 0′ E. (30.)

Section IX.

How is the distance run at sea found? If the length of the knot or the time in which the glass runs out be incorrect, how must the true distance be found?

Ex.—The apparent distance run is 37 miles; the length of the knot is 53 feet; the glass runs out in 28 seconds; what is the true distance run? (25.)

Section X.

October 19th, at noon, a point of land, in latitude 45° 30′ N. and longitude 51° 40′ E., bore by compass S.S.W., distant 19 miles (ship's head W., deviation 8° 50′ W.), afterwards sailed as by the following log account; find the latitude and longitude in, on August 16th at noon. (40.)

H.	K.	10ths	Course.	Wind.	Leeway Points.	Remarks.
1	5	5	S.S.W.	S. by E.	2	Deviation, 5° W.
2	6	5				
3	4	5				
4	6	5				Variation of compass 2¼ points W.
5	7	—				
6	5	5				
7	8	5	N.N.E.	E.	¼	Deviation, 7° 30′ E.
8	7	5				
9	9	—				
10	6	5				
11	8	5				
12	7	—				
1	9	5	S.E.	S. by W.	1¼	Deviation, 1° 50′ E.
2	8	5				
3	7	6				
4	6	5				
5	8	—				
6	7	5				
7	9	5	W. by N.	N.	½	Deviation, 6° 10′ W.
8	8	—				
9	4	5				A current set the ship the last 3 hours 3½ miles S.W. by compass.
10	5	6				
11	8	5				
12	9	—				

SUBJECT XXI.—NAUTICAL ASTRONOMY.

Examiner, Rev. J. Woolley, LL.D.

Three hours are allowed for this paper.

You are only permitted to attempt one question in each section.

The value attached to the correct answer of each question is marked against it.

N.B.—A full and correct answer will in all cases gain more marks than an inexact or incomplete one; though in the former case the question may be the more easy of the two and have less value assigned to it.

The numerical questions should be worked with strict attention to arrangement and neatness; full marks will be given only when this condition is fulfilled.

Section I.

1. Define, illustrating your definition by a diagram, azimuth, right ascension, declination, longitude, and latitude of a heavenly body. (20.)
2. Explain fully the rule for finding the latitude by the meridian altitude of a heavenly body below the pole. Given the meridian altitude of a heavenly body = 25° (zenith south of the body) at a place in latitude 45° S.; construct a figure and calculate the declination. (30.)

Section II.

1. What is meant by the following corrections:—(1), dip; (2), augmentation of Moon's semidiameter; (3), correction in altitude? (20.)
2. What is meant by parallax, horizontal and diurnal parallax? Having given the horizontal parallax of a heavenly body, calculate an expression for the parallax at any given altitude. (30.)

Section III.

1. Prove the principle on which the sextant is graduated. (20.)
2. Explain accurately the methods by which the index error of the sextant is found, and illustrate by an example. (30.)

Section IV.

1. February 19th, 1865, at 6h. 13m. a.m., in longitude 31° 15′ E., the observed meridian altitude of the moon's upper limb was 45° 12′ 10″ (zenith N. of Moon.) Index correction + 2′ 15″, and the height of the eye above the sea 18 feet, required the latitude. (15.)
2. October 31st, 1865, at 10h. 15m., p. m., in longitude 30° 30′ W., the observed altitude of Polaris was 55° 55′. Index correction − 2′ 10″, and the height of the eye 15 feet, required the latitude. (25.)

Section V.

1. Prove the rule for finding the variation of the compass by amplitude. (15.)
2. Prove the rule for finding the longitude by chronometer. (30.)

Section VI.

1. January 26th, 1865, at 7h. 30m. a.m., in latitude 45° S., longitude 150° W., the Sun bore by compass due east (ship's head E. by N., deviation 9° 55′ E.), when the observed altitude Sun's lower limb

was 17° 2′ 10″ the index correction — 1′ 35″, and the height of the eye 12 feet, required the variation. (20.)

2. June 24th, 1865, at 9h. p.m., in longitude 0° 30′ E., and latitude 31° 0′ S., the observed altitude of α Aquilæ was 14° 5′ 10″: when the chronometer showed 9h. 2m. 38s., the index correction — 1′ 50″, and the height of the eye 20 feet; required the longitude.

On June 3d, at noon, the chronometer was 2m. 10·1s. fast on Greenwich mean time, and the daily rate was 1·9s. losing. (30.)

Section VII.

1. Explain and prove Sumner's rule for finding the latitude and longitude. (20.)
2. Prove the rule for finding the latitude by two observed altitude of the Sun and the run of the ship between. (30.)

Section VIII.

March 13th, 1865, in latitude by account 44° 10′ N., longitude 168° 15′ W., the following observations were made:—

Mean time nearly.	Chronometer.	Obs. alt. Sun's L.L.	True bearing.
1h. 15m. p.m.	11h. 12m. 32s.	41° 12′ 35″	S. by W. ¾ W.,
5h. 16m. p.m.	3h. 13m. 37s.	7° 21′ 20″	W. ½ S.

The run of the ship in the interval was E.N.E. 16 miles. The index corr. + 4′ 50″, and the height of the eye 21 feet. Required the latitude at the time of taking the second observation. (30.)

Section IX.

1. In a given altitude it is required to know the declination of the Sun that it may set in the S.W. point. (20.)
2. Two stars, whose right ascensions and declinations are given, are on the same vertical circle, and the altitude of one of them is given; obtain the formula for determining the latitude. (30.)

Section X.

December 23d, at 4h. 9m. p.m. in lat. 54° 30′ S., long. by account, 92° 47′ E., the following observations were made:—

Obs. alt. Sun's L.L.	Obs. alt. Moon's L.L.	Obs. dist. N.L.
34° 16′ 40″	41° 10′ 30″	62° 51′ 0″
Index, corr. + 2′ 15″	— 1′ 55″	+ 2′ 15″

The height of the eye was 20 feet. Required the longitude. (30.)

SUBJECT XXII.—STEAM.

Examiner, Rev. J. Woolley, LL.D.

Three hours are allowed for this paper.

You are only permitted to attempt one question in each section.

The value attached to the correct answer of each question is marked against it.

N.B.—A full and correct answer will in all cases gain more marks than an inexact or incomplete one; though in the former case the

question may be the more easy of the two, and have less value assigned to it.

Section I.

1. What is meant by the following terms as applied to heat:—*conduction, convection, radiation,* and *capacity for heat*? (15.)
2. Describe accurately the difference between steam in contact with the water from which it is generated and when not so in contact. State the law connecting the pressure volume and temperature in the latter case. What is the formula employed by De Pambour as applicable to the former? (20.)

Section II.

1. What is meant by the terms *lap, lead, cushioning,* and *expansion,* as applied to steam engines? (15.)
2. Give a short description of the common D slide, the short D, the locomotive slide, and Seaward's slide. What kind of slide is used for double cylinder engines? (25.)
3. Explain how the reverse motion is obtained in engines fitted for paddle-wheel and screw vessels respectively. (25.)

Section III.

1. The upper side of an equilibrium valve is 11 inches in diameter, and the lower side 10 inches; find the force requisite to lift it if the steam gauge stand at 15, and the atmosphere be acting between the upper and lower heating surface. (15.)
2. Find the load on the air pump bucket of a steam engine when 17 feet below the level of the water outside the ship, the pressure of the atmosphere being 14¾ lbs., and that of the steam within the condenser 2¾ lbs. (a cubic foot of the water weighing 64 lbs.) (25.)

Section IV.

Give a sketch, and explain the working of the engines called "trunk engines."

The newest engines are fitted with condensers on the principle of *surface condensation;* explain this. (25.)

Section V.

1. Describe the communication valve, and explain its use. If working with 3 boilers instead of 4, what would be the effect of opening all the communication valves? (20.)
2. Give a description of the apparatus by which a boiler is prevented from bursting and collapsing. How is the pressure of the steam in the boiler ascertained? Can the same dependence be placed on an old gauge as on a new one? (25.)

Section VI.

Explain the terms *length, pitch, angle, diameter,* and *slip* of a screw.

The mean pitch of the screw of a steam vessel is 21 ft. 8½ in., the number of revolutions of the engine 58, and the speed of the ship 13·68 knots per hour. What is the slip in knots and its amount per cent? (25.)

Section VII.

1. What determines the nominal horse power of an engine? What evaporating power should a boiler have for a pair of engines of 560 *collective* horse power, the diameter of the cylinder being

88 inches, length of stroke 5 feet 9 inches, and making 17 revolutions per minute? (20.)

2. The effective evaporation of a set of boilers is 2·5 cubic feet a minute, the diameter of the piston is 5 feet 4 inches, its velocity 190 feet a minute; the steam is cut off at $\frac{3}{8}$ the stroke. Find the initial pressure of steam in the cylinder. (30.)

Section VIII.

1. Prove that in paddle steamers the effective horse power varies as the cube of the velocity of the ship, and that the consumption between two places varies as the product of the distance between the places and the square of the velocity of the vessel.

A vessel in going from A to B, steaming at 10 knots an hour, consumes 90 tons of coal; what will be her consumption on her return if she steams at the rate of $8\frac{1}{2}$ knots? (25.)

2. Prove De Pambour's rule for finding the horse power of an engine, knowing the evaporation, and speed, and area of the piston. (35.)

Section IX.

Describe the indicator, with a sketch, and explain its uses.

The steam pressure before expansion is 10 lbs. above the atmosphere; the steam is cut off at $\frac{3}{4}$ of the stroke; the exhaust commences at $\frac{19}{20}$ths, the cushioning at $\frac{9}{10}$ths, and there is no lead. Represent the diagram you would expect to obtain. (30.)

Section X.

1. Show by an indicator diagram the advantages of working expansively over throttling. (20.)
2. Sketch a normal slide diagram and also a slide diagram with the eccentric stop advanced. (25.)

SUBJECT XXIII.—PHYSICAL GEOGRAPHY.

Examiner, Dr. Kinkel.

No candidate should attempt to answer more than ten of these questions. Each question has the same number of marks attached to it.

1. What impression does modern discovery give us of the interior of Australia?
2. Name the principal mountain groups and ranges of France, and the rivers flowing from them. (If you prefer, you may draw, instead, a sketch map of France, containing only outline elevations and running waters.)
3. Name the tributaries of the La Plata river, and the mountain ranges or elevations where each of them takes its rise.
4. In order to reach the North Pole, which reasons would recommend the Spitzbergen route and which the route by Smith's Sound?
5. How is it possible that glaciers should continue and even increase below the line of perpetual snow?
6. How are water-spouts formed?
7. Is it possible to discover the cause, or causes, why certain soils, although rich and cultivable, nevertheless lie as prairies, or steppes, or savannahs, having never produced natural forests? Give some instances of such soils in the Old and New World.

8. The tide being merely an alternate rise and fall of the water (so that a sea bird or a dead object swimming on the surface is not carried forward as the waves rise and fall), how can ever a tidal current be produced?
9. Explain the derivation and original meaning of the word climate, and then define the sense in which we actually use the term in Physical Geography.
10. Compare the climate of Paris with that of Quebec, both being nearly the same latitude.
11. Which places in Europe, and which in both Americas, have the minimum, and which the maximum of rain during the year? State, if you can, their annual number of inches.
12. What is, and whence comes sago; arrowroot; gum copal; vermicelli; cowries; dragon's blood; pitch; valonia; saltpetre; borax; vermilion; vegetable ivory?
13. Which English animals (quadrupeds and reptiles) do not exist in Ireland, and which physical cause would seem to explain their absence?
14. Give a table of the races of man inhabiting Asia, and of the single parts of that continent inhabited by each race.
15. Enumerate (briefly) the physical advantages of position, soil, and climate possessed by Europe, that have contributed to her high standard of civilization.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.
[12121.—1000.—1/66.]